SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS



The Spotlight on Education

Educationally Speaking

Ontario High School Principals

Leadership Training for Girls

Citizenship—St. Catharines Style

Famous Vienna Art Collection

Two Years After School

The Elementary School of 1951

Portfolio of Elementary Schools

No. 3 **JUNE-JULY** **1951**

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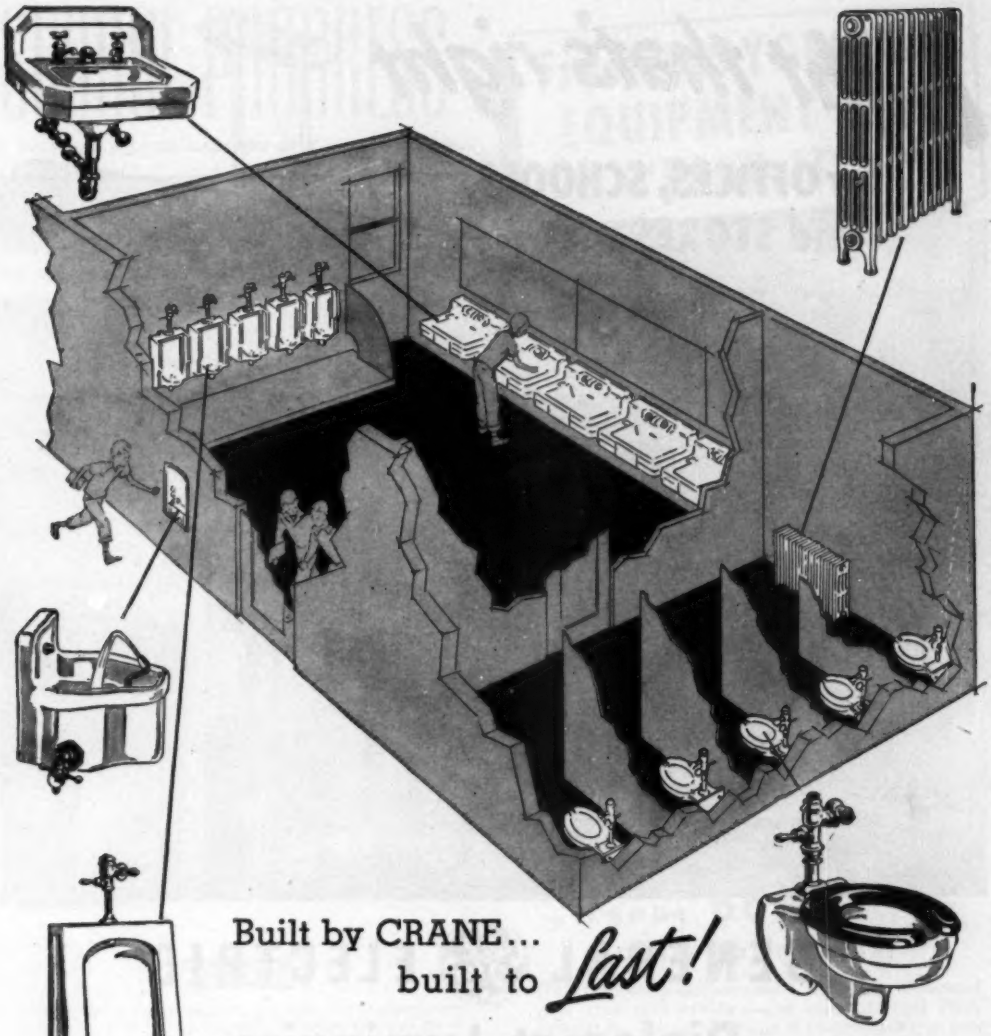
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SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

No. 3 JUNE-JULY, 1951 Volume XX

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CCAB

Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor ..... **Harry F. Coles, B.A.**

Editorial and Business Offices ..... **57 Bloor St. West, Toronto, Ont.**

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

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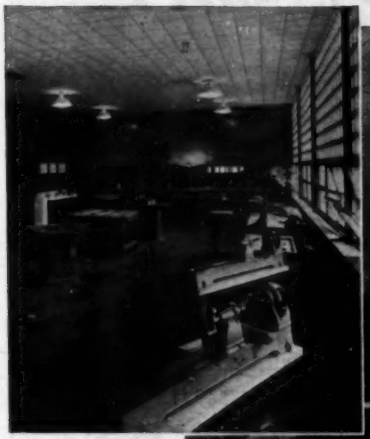
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The new St. Lawrence High School for suburban students in the Township of Cornwall, Ont., embodies the most recent principles of school design. Planned by H. H. Roberts, it now serves 600 students, and by the end of 1953 will be doubled in size to accommodate 1,000.

Noteworthy features are air conditioning; glass blocks for window walls; acoustic ceilings; mastic tiles and linoleum on floors; metal radiator casings.

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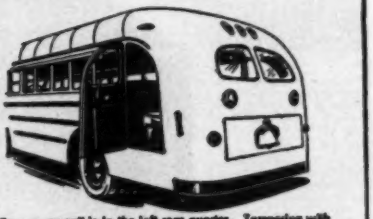


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THE SPOTLIGHT ON EDUCATION

Conducted by the Editor

Mr. Graham Gore, Assistant Principal, Central Technical School, Toronto, has been elected Chairman of the Board of Trade Club, City of Toronto, for the year 1951-52.

Mr. W. Clarence Richards, Edmonton public school teacher, has received the Citizenship Award of the Edmonton Chamber of Commerce for outstanding voluntary service to his community.

Dr. M. E. LaZerte, President of the Canadian Education Association and former Dean of the Faculty of Education of the University of Alberta received an honorary membership in the Alberta Teachers' Association at its 34th Annual Meeting, March 27th.

Dr. F. S. Rutherford, Deputy Minister of Education, Ontario Department of Education since 1946, has announced his retirement June 1st, due to ill health.

Mr. C. F. Cannon, Chief Superintendent of Elementary Education for the province of Ontario, has been appointed Deputy Minister of Education to succeed Dr. Rutherford.

Mr. Fred S. Haines, Principal of the College of Art, Toronto, has anonunced his retirement at the end of June.

Mr. Lawrence A. C. Panton, head of the Art Department, Northern Vocational School, Toronto, has been appointed Principal of the College of Art to succeed Mr. Haines.

Mr. C. W. Scace, Secretary-Treasurer and Business Administrator, Brockville, Ontario, Board of Education, was elected President of the Ontario Educational Association at the Annual Convention held Easter week.

Mr. Robert Love, Secretary-Treasurer of the Manitoba Trustees Association since 1926 was made a life member at the Annual Meeting in January.

Gordon A. MacEachern of the Gordon A. MacEachern Company, Toronto, has been elected President of the Ontario Exhibitors' Association, affiliated with the Association of School Business Officials.

Dr. Evan A. Hardy, head of the Department of Agricultural Engineering, University of Saskatchewan, has been appointed to spend a year in Ceylon as advisor on farm development under the U.N. Technical Assistance Programme.

Dr. Robert Newton, Director of the Research Council of Alberta and former President of the University of Alberta is making a survey of facilities at Memorial University, Newfoundland.

Dr. C. D. Gaitskell, Director of Art, Ontario Department of Education, has been appointed Director of the UNESCO Seminar on Visual Art Education being held in Bristol, England, July 7-27th.

Dr. E. A. Corbett, Director of the Canadian Association for Adult Education since its founding in 1936, has retired.

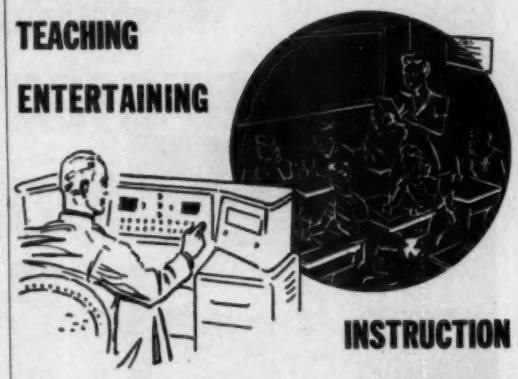
Dr. J. Roby Kidd, formerly Associate Director, has been appointed the new Director of the Canadian Association for Adult Education.

Dr. James Reford Watson formerly Professor of Geography at McMaster University and presently Director of Geographical Surveys, Department of Natural Resources, Ottawa, has won the Governor-General's Award for Poetry for 1951.

Dr. Donalda Dickie, widely known educationalist and author of numerous school text books, has been awarded the Governor-General's Award for the juvenile book section for her history, "The Great Adventure".

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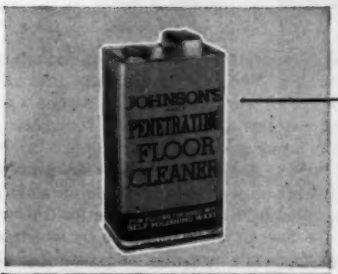
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THE SPOTLIGHT . . . . . .

The 1951 *Census*

The taking of the 1951 census of the Dominion of Canada began at twelve o'clock midnight, Standard Time, May 31st. Everyone born before that hour and everyone dying after it is to be counted in the population.

The census is not a stunt, but a necessity. It is the country's equivalent of the merchant's stocktaking, or of the private persons's inventory to learn what insurance he should carry on his house and chattels. The assets to be counted in the census are our people and the various attributes that make them different from people in other countries.

Without periodical appraisal of our condition and affairs, parliament, provincial legislatures, municipalities and business people would all work in the dark. No one would know whether the country was on the road to success or disaster, or whether our standard of living was rising or falling, or what our possibilities were for progress in peace or for defence in war. There would be no clear picture of our national health needs, our national educational level, or of a host of other features by which we are able to judge Canada's progress and plan for the future.

In Canada, the answers given by individuals to census questions are absolutely confidential. Every employee of the census is bound by a special oath and penalty against divulging any fact whatsoever that may have been learned through the census. The Bureau of Statistics is forbidden to issue any statement that would directly or indirectly reveal information about a particular person or concern.

With the co-operation of all our people, we shall have at this year's end a full-length portrait of ourselves. The first rough total should be published by November, and by December the count should be available for municipalities. The first detailed results should be ready by March 1952, telling such things as age distribution, sex, and so on. The complete report is expected by March 1953.

Chest X-Rays for all Employees of School Boards

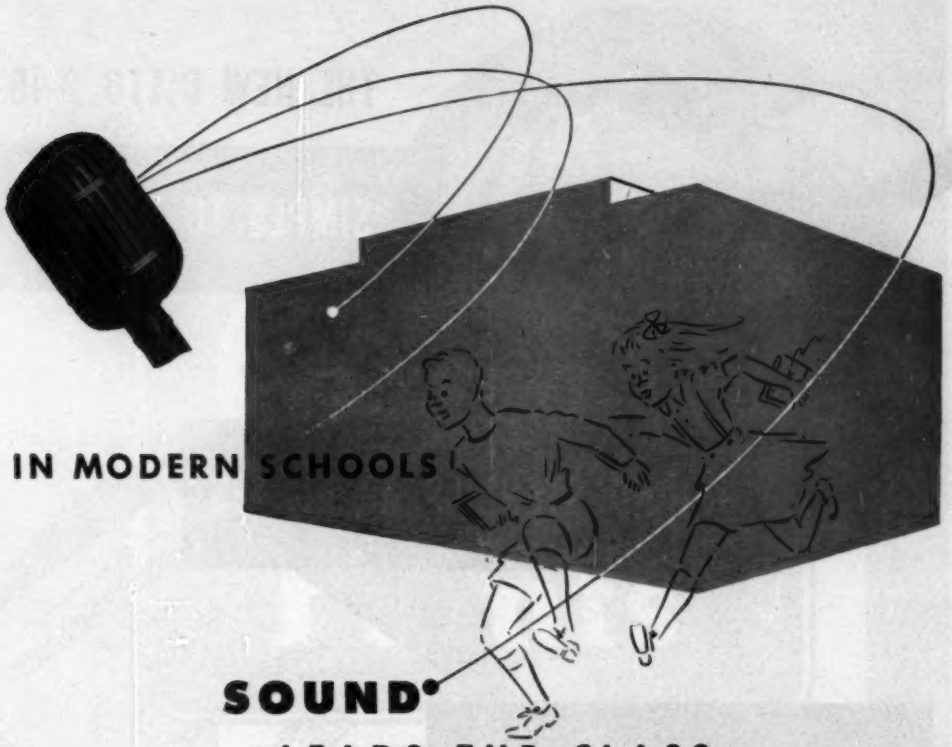
The Minister of Education for Ontario has issued an order requiring all employees of school boards to have a chest x-ray taken, as authorized by The Department of Education Amendment Act, 1951.

A province-wide chest x-ray survey of all teachers was conducted during the school year 1943-44. It was a matter of considerable satisfaction that among 24,765 teachers examined at that time only 14 active cases of pulmonary tuberculosis were discovered.

The present order requires for the first time that all school board employees, including teachers, caretakers, bus drivers, maintenance workers, clerks and other persons who work directly or indirectly with the children in the schools have chest x-rays taken.

It is felt that this survey will be an important factor in safeguarding the health of school children.

Since authority to require non-teaching employees to submit to medical examinations was given only at the recent session of the Legislature, the time for making the



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THE SPOTLIGHT . . . . . .

survey operative for the school year 1951-52 is limited. The Minister hopes, however, that with the co-operation of all concerned the benefits to be expected from a survey of this nature can be made available for the coming school year.

This extensive undertaking is being made possible through the co-operation of the Provincial Department of Health which is making arrangements for the x-ray examinations, and of the Ontario Tuberculous Association which through its local associations is bearing the cost of the examinations.

1951 *Convention, Canadian Education Association*

Readers are reminded again at this time that plans should be under way, without delay, if they plan to attend the 1951 Annual Convention of the Canadian Education Association. The convention will be held this year in Bessborough Hotel, Saskatoon, Sask., September 18, 19 and 20.

More About the Teaching of English in our High Schools

Professor George McCracken of the Department of Journalism, University of Western Ontario, speaking at the Easter convention of the Ontario Education Association took Ontario high school English teachers severely to task for their failure to teach their subject properly. He stated that first year students in journalism, a course that indicates special interest in the English language and writing, had to be given a remedial course in grammar and composition before they were ready to go on with the university program. He placed the blame fully on the secondary school teachers who had failed woefully to teach their pupils to write naturally and clearly, and said that the writing of many high school graduates was too involved to be readable and that grammatical errors were altogether too common. He declared that although teachers criticized the writing in newspapers, the stories they dislike were written by products of the high school, and it was probably a fact that editors were more worried about poor writing than the teachers.

Professor McCracken pointed out that today 5,000 men and women are making their living in Canada by writing. This includes newspaper men, magazine writers, and writers for radio, advertising and public relations, and this work has now reached the stage where it might well be considered a profession worthy of high professional standards.

* * * *

At the same time in Alberta, the Alberta Teachers' Association presented and passed the following resolution on the same subject:

Whereas: there is a tendency to substitute the study of functional English for the formal study of grammar in junior and senior high schools, and

Whereas: there is continuous criticism of the knowledge of grammar of graduates from our high schools by the university authorities and laymen alike, and

Whereas: it would seem more important that teachers, above all professional people, should understand the rules of grammar thoroughly, and

Whereas: although teachers of mathematics, foreign



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THE SPOTLIGHT . . . . . .

languages, etc., must have advanced courses beyond the grade XII level, present grammar teachers have no such course;

Be It Resolved, that the Alberta Teachers' Association be asked to obtain as an essential for all graduates of the Faculty of Education a substantial course in formal grammar.

School Expansion in the Province of Ontario

Under the Ontario government's financial policy commenced in 1945 to aid local school boards toward new construction, 900 new schools have been built in the province. Provincial grants under this policy increased from $8,700,000 in 1944 to $26,600,000 in 1945, and this year $48,145,000. These new buildings provide accommodation for 110,000 pupils. Overcrowding still exists, however, in many schools, universities and other institutions operated by the Department.

Projects that must be undertaken as soon as possible are: School for the Blind, plans in preparation; School for the Deaf, plans in preparation; Ryerson Institute, present building outmoded, insufficient for expanding work being done there; Lakehead Junior College; Normal Schools; Mining Institute at Haileybury; addition to the Department of Education, now working under cramped quarters; Textile Institute at Hamilton, plans in preparation; Ontario College of Art. This programme represents construction costs of $20,000,000.

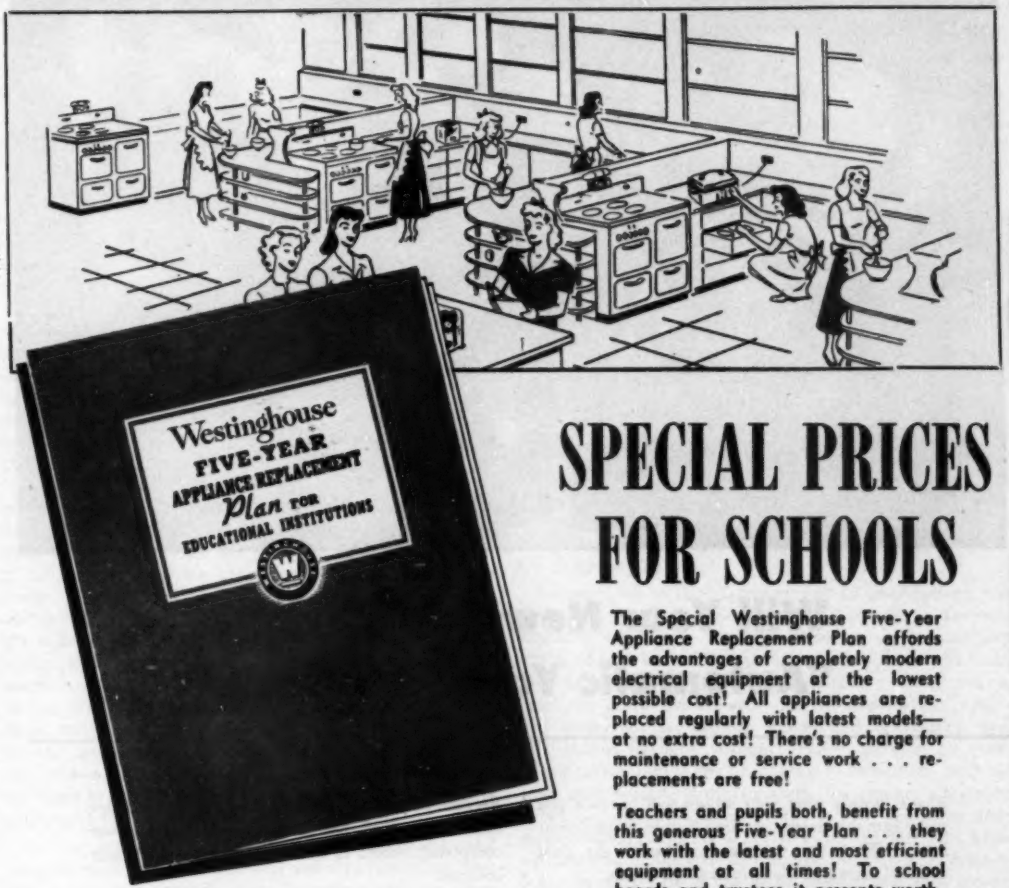
Decentralization is being followed in a policy to improve the high school accommodation in rural areas. If benefits of high school education are sought in any community, such advantages can only be attained in a building large enough to accommodate sufficient graded classes. There are now 147 enlarged high school districts compared with 33 in 1944. As a result a large proportion of the 104 new secondary schools built within the last five years are serving rural pupils. Many thousands now have access to secondary education who otherwise would have been denied it. Schools with departments of agriculture have increased from 12, prior to 1944 to 76 in 1951. New high school accommodation during this period provides for an additional 20,400 pupils.

UNESCO Seminar on Geography

The UNESCO seminar on Geography, held in August at MacDonald College, Quebec, was attended by representatives of more than twenty nations. These geographical experts came to certain conclusions regarding the teaching of geography in the schools of the world which we herewith pass on to readers. They agreed upon a common content and a common purpose for geography. They insist that from the age of nine until the age of sixteen, there is a need for the teaching of geography as a separate but not as an isolated subject. Geography is not to be taught solely for its own sake at the school level. One of its greatest and noblest purposes is to form part of a planned effort to develop an understanding of other peoples throughout the world. The task, therefore, of a geography teacher is not merely "how can I teach geography better", but, "how can I teach my geography

(Continued on page 44)

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EDUCATIONALLY SPEAKING

The Skills of Learning Come First

Dr. George P. Gilmour, President, McMaster University, speaking at the Annual Meeting of the Ontario Secondary School Headmasters' Association on the subject, "Tools of Learning", called for a halt to the modern trend towards subject teaching and restated simply and clearly the medieval philosophy of education which modern schoolmen would do well to keep constantly before them.

Dr. Gilmour began by striking a note of warning that needs to be emphasized more and more these days of ever broadening school curricula, that the school should never lose sight of the fact that certain basic skills of learning must be mastered before the student is ready to begin the study of subjects or modern eduction will fail. To illustrate his thesis he harked back to the middle ages when the curriculum was divided into the "trivium" and "quadrivium", and pointed out that this organization of education was based on sound thinking; for the first division, the "trivium", consisted of the study of grammar, logic and rhetoric (a thorough study of language which has always been fundamental; the study of logic which provides the student with the ability to tell a false argument from a true one, to sense the difference between right and wrong; the study of poetry and literature which teaches the best use of words—gives the ability to express the heart of the matter simply and directly and beautifully). Without these skills no student can hope to enter the "quadrivium" and attempt the study of subjects as such, with any chance of understanding knowledge in relation to his duty to his fellow man; for knowledge in itself is nothing, it is what is done with it that counts.

So the schools must not just study subjects, and teachers must stop teaching only subjects, but something else as well and infinitely more important, through these subjects—the rights of man, the sacredness of the individual, equality of opportunity for all, the view that the student is the important thing not the school or the school system, and finally the idea of democracy underlying all our attitudes based firmly on christian principles. This alone will teach men to make life good and fruitful and happy in the world, and is the true aim of education.

With so much talk about the importance of teaching democracy in our schools Dr. Gilmour has described the only possible method of doing so successfully. Democracy is intangible, it cannot be taught as a subject, but only through all subjects; for it is a way of life for all kinds and conditions of people living together in the world.

Furthermore he has reminded us of a time-tested philosophy of education, lost of late in a welter of words and arguments about schools and education (we do not see the forest for the trees), which is eternally true, because it is keyed to man's needs as a human being, something more than an automaton.

If Canadian educationalists would heed and hold fast to this simple but sound philosophy of education, that has stood the test of time so well and make it the guiding star of all teaching in the schools, the future would take care of itself.

* * * *

In Education, Aim Is the First Thing

Professor L. A. Reid, well-known English scholar and philosopher writes: "It is most lamentable that so few teachers and educators are in any way trained to think in an educated way about the principles of what they are doing day by day."

Commenting on this statement and its implications, the editor of the Times Educational Supplement, London, England, does some straight thinking on the subject which should be helpful to educationalists everywhere. He says: Teachers are not scientists. Their job is primarily not to make discoveries nor find ways of applying them, but to fashion minds and characters, and this cannot be done without a clear purpose in view. In education, aim is the first thing to be settled. Methods come only second. Unfortunately, the teacher's training is without denite guidance in this matter, and so he finds it increasingly difficult to arrive at a firm objective without training or the time to examine the merits of competing programs. He is apt to be side-tracked into accepting inadequate objectives. One such objective which has been gaining ground is that of producing "the well adjusted person." As an educational ideal, the editor states, it is sufficient to say that it is quite unworthy. Another objective is to instil the qualities which make for "good citizenship," but the "good citizen" is neither synonomous with or an alternative for the "good man" which is the true objective of edueation.

So it is seen that unless teachers are clear about the direction in which they ought to encourage and influence their pupils, they are exercising their powers blindly. Today it is more than ever necessary that they should be trained to think about the principles of, "what they are doing day by day in the classroom."

In the medieval educational system, the curriculum was divided into the Trivium (Grammar, Logic, Rhetoric) and the Quadrivium (Arithmetic, Music, Geometry and Astronomy) which made up the seven liberal arts.

THE HIGH SCHOOL PRINCIPAL

Is Given the Key Job in Education in Ontario

ONTARIO'S new programme of public education is organized in four divisions: Primary—Grades I to III; Junior—Grades IV, V and VI; Intermediate—Grades VII, VIII, IX and X and Senior High School—Grades XI, XII and XIII. The prime objective of this revised plan is to break down the artificial barrier which has existed for so long between elementary and secondary education, and make the educational process a continuous one from kindergarten through high school. This is to be accomplished chiefly through the intermediate division which now links the elementary school with the senior academic or vocational secondary school. For the great majority of adolescents, therefore, the intermediate division becomes the true secondary school with terminal courses ending at approximately sixteen years of age, the legal school leaving age of the Compulsory Education Act.

As the intermediate division will complete the education of most boys and girls it should offer a wide variety of educational opportunities to meet the needs of all types of pupils, and indeed their varied interests. The main object of the school will, therefore, be Guidance, first, educational guidance and second, vocational guidance of the boys and girls into the fields of endeavour, it is hoped, best suited to their talents and aspirations. The key to this division will be the teaching of pupils rather than subjects, and courses are being organized on the basis of a common core of subjects and a wide variety of options to encourage special personal aptitudes—manual skills, commercial training, artistic and cultural interests, homemaking, etc., as well as academic courses leading to the senior academic school. Thus, it will readily be seen that it is in this division that the main task of reorganization is to be accomplished.

The high school principal has been given the task of implementing the new programme on the job. The Chief Director of Education for Ontario has stated bluntly that the onus of making the new plan work is being placed squarely on the shoulders of the principals of the present secondary schools who will be expected to become, in a very real sense, the managers of their schools, and, *indeed, directors of secondary education for their communities.*

* * * *

Administration of the reorganized educational system is based on decentralization of authority, giving local communities the chance to organize schools offering educational opportunities best suited to their own special needs. A system of local co-ordinating committees has, therefore, been authorized as follows:

1. In cities with supervisory officials, the following administrative officials shall be members of the Coordinating Committees:
   (a) the Director of Education;
   (b) the Superintendent of Secondary Schools (or the Principal of Secondary Schools);
   (c) the Superintendent of Public Schools (or the Inspectors of Public Schools);
   (d) the Inspectors of Separate Schools.
2. In other centres, the following administrative officials shall be members of the Coordinating Committee:
   (a) the Principal(s) of the Secondary School(s);
   (b) the Inspectors of the Public Schools and of the Separate Schools from which the Secondary School draws the majority of its pupils.
3. There may also be appointed to the Coordinating Committee, as constituted above and at its discretion, additional members who will represent:
   (a) Principals of the Public and the Separate Schools;
   (b) teachers of Grades VII and VIII of the Public and the Separate Schools, and of Grades IX and X of the Secondary Schools;
   (c) local units of the affiliates of the Ontario Teachers' Federation.

The function of the Coordinating Committee will be:

(a) to appoint local curriculum committees consisting of teachers of Grades VII and VIII and of Grades IX and X;
(b to refer to these committees problems related to local curriculum planning;
(c) to make arrangements for the meeting of such committees;
(d) to call general meetings of teachers concerned for the purpose of receiving and discussing reports submitted by the committees;
(e) to arrange for the coordination of courses of study into a unified and continuous programme;
(f) to recommend to the boards concerned the administrative steps required to give effect to changes finally agreed upon.

* * * *

With this change in the status of the high school principal there is, of course, a corresponding increase in responsibility. In addition to his duties as school administrator, he now becomes a supervisor of teaching, taking over this work from the school inspector. Secondly, he is ex-officio chairman of the local committee on curricula, directly or indirectly influencing education in all the schools of his area. In brief, it is up to him to see that education in his community is what it should be.

Therefore, the Department of Education has set in motion machinery to help the principal in his new responsibilities. In the first place, the Department's staff of high school inspectors will assume more and more the role of advisors to the school principals and special summer courses will be offered as a further aid to present headmasters.

But, although the present high school principal may find many of his new duties unfamiliar and correspondingly arduous, the future principal will be a thoroughly

qualified man, hand-picked and fully trained. To this end the Department of Education has announced new criteria and study qualifications that will be required to obtain a high school principal's certificate, as follows:

Commencing this year, the Department of Education will offer a five-week summer course leading to a High School Principal's Certificate. It is expected that the established course leading to a Vocational School Principal's Certificate will be offered in 1952. Subsequently, these courses may be offered in alternate years.

After September 1st, 1952, the High School Principal's Certificate will not be issued as provided by the present regulations. After that date, the High School Principal's Certificate will be issued only upon the successful completion of the required summer course.

The principal of a composite school, who is appointed to commence his duties on or after September 1st, 1953, will be required to hold both a High School Principal's Certificate and a Vocational School Principal's Certificate.

To the 1951 summer course leading to a High School Principal's Certificate may be admitted an applicant who

(a) holds a Permanent High School Assistant's Certificate; and

(b) submits the statement *printed on the application form*, signed by the Superintendent of Secondary Education, that he has demonstrated capacity for leadership and has been graded *above average* by the inspector or inspectors concerned in each of the two years of successful teaching experience subsequent to the date of his Permanent High School Assistant's Certificate.

The High School Principal's course will include the following:

(a) Philosophy and Objectives of Education,
(b) Supervision,
(c) School Organization and Administration,
(d) School Legislation and Regulations.

The principalship of the Secondary School in Ontario thus becomes a really big job which, as an objective, should add greatly to the attractiveness of a career in education for men of high calibre. For not only does it offer a challenge to administrative ability, but it also opens up opportunities in the field of community leadership that never existed before in education.

SOME CHARACTERISTICS OF THE SUCCESSFUL HIGH SCHOOL PRINCIPAL*

1. First of all, the successful high school principal must be a man of initiative who does not rely too heavily upon the knowledge he brings to the job nor upon what he has learned about administration in schools of education. This does not discredit training, which is important, but it recognizes the fact that much that is essential to the running of the job must be dug out of the job itself. There are endless variations in curricular organization, in staff, in plant, from school to school. The principal must know his staff, their capabilities and their weaknesses. He must find ways to co-operate with them. He must likewise know his students or in very large schools he must know a representative cross section of them. He must understand and appreciate the special facilities offered by, and the peculiar limitations of, his organization, the plant and the community in which he works. He must have a keen understanding of the nature of the school population he seeks to serve. Finally, he must study the strengths and particularly the weaknesses of the organization as he finds it. He must seek out the causes of the weaknesses and attempt to eliminate them. Unless he has a mind that revels in this type of analysis he will find much of his work to be drudgery, his achievements in leadership and educational statesmanship to be mediocre.

2. In the second place, the successful high school principal is an approachable person. If his success is to be paramount he must be sought after and pursued by teachers, students and parents alike. And this attraction must have a broader base than personal magnetism. The conferee who comes to the principal must feel that he gets something—some useful information, reassurance, a sympathetic audience, and a chance to unburden himself.

3. Thirdly, the outstanding high school principal must realize that he is the "first teacher" of his school. He will not become so absorbed in the immediate problems connected with the management of the basketball tourney that he ignores the contribution basketball and every activity can make toward the turning out of better men and women and more effective citizens. He should never forget that he is the chief educator and counselor of his institution.

4. The fourth area in which the successful high school principal must be especially strong is his ability and willingness to ferret to the bottom of the essential detail. Even though he delegates the management of the detail itself, he must be able to see it and predict the consequences of all the different ways in which it may be handled.

5. A fifth requisite of the successful principal is that of knowing how, where and when to use help. Knowing how to use effectively secretarial help is an art in any business and one which the high school principal had better learn. To observe the secretary of a principal at work is one index to her chief's ability in organization.

6. Finally, the superior high school principal is a man of vision. There is evidence in his school of long-range planning—of a constant look ahead. He does not pretend to have all problems solved. He knows what areas most need attention now and is concentrating on them. He envisions a different and better school five, ten years hence, and he knows what practical steps may be best taken now in order that his "dream school" may come true.

*Condensed from an article in the American School Board Journal.



A group of high school girls at Lake Couchiching being instructed in the techniques of tennis by the author, Miss Claire Walsh.

ONTARIO HIGH SCHOOL GIRLS

Join the Department of Education's Leadership Training Programme

By CLAIRE WALSH

Miss Claire Walsh is on the teaching staff of Scarboro Collegiate Institute and was formerly at Uxbridge High School. Miss Walsh served as a member of the staff at the Ontario Athletic Training Camp in 1950 and will be returning this year as the senior instructor. The programme as presented at the Ontario Athletic Training Camp has been received by educators and community-minded people as offering a significant contribution in general leadership training to the boys and girls in our schools throughout the province.—The Editor.

IN July, 1950, the Department of Education (Physical Education Branch) of Ontario first offered its Leadership Training Course to High School girls. Standards for admission were high*. Two applicants from each high school nominated by the Principal and the Physical Education teachers had to give evidence of:

(1) Marked potentialities for leadership.
(2) Satisfactory academic progress.
(3) Athletic ability in the intramural and interschool programme.
(4) Readiness to make an active contribution to the school programme during the following year.
(5) Registration in Grades 11 or 12.

Although character was not specifically mentioned, it proved to be a definite consideration when other qualifications for candidates appeared equal. Principals were also urged to give consideration to any Grade 13 students planning to attend Normal School.

*See Article—"Youth Leadership Course"—School Progress, December, 1950.

The Training Programme

The basic teaching material was arranged with three purposes in mind:

(1) To develop leaders prepared to accept responsibility in the school programme by giving them practical experience in drawing up schedules, refereeing games, and teaching skills to other studends.
(2) To give instruction in fundamental techniques.
(3) To provide additional training and information to benefit the more advanced students.

To facilitate instruction the girls were divided into three groups of 35 each.

All received training in the major subjects of basket-

ball, swimming, volleyball, speedball, track and field, and the four minor subjects of badminton, tennis, archery and square dancing, in classes held outdoors amid a beautiful setting of cedars, spruce and stately elm trees, and the gleaming waters of "Couchiching" ("Lake of Many Winds").

A 50-minute period was devoted daily to each major course; thus the major subjects included eleven units of instruction, with the remaining two days utilized for tournaments and closing banquet ceremonies.

For the minor subjects each group had three 45 minute instructional periods. Every girl participated in tennis and square dancing, plus badminton or archery.

Following is a typical outline of a day's programme for one group:

9.10	10.00	—	Volleyball and Speedball
10.10	11.00	—	Field Athletics
11.10	12.00	—	Aquatics
12.00	12.30	—	Free period
12.30	1.30	—	Dinner
1.30	2.30	—	Rest period
2.30	3.20	—	Basketball
3.30	4.15	—	Tennis Square Dancing Archery
4.15	4.50	—	Recreational Swim
5.15	6.00	—	Supper
6.00	6.45	—	Free Period
6.45	8.00	—	Cabin Leagues
8.00	8.30	—	Free Period
8.30	9.30	—	Evening Programme
10.30		—	Lights Out

Units of instruction in each subject covered:

(1) Fundamental Skills
(2) Coaching Techniques
(3) Officiating
(4) Administration
(5) Practice Teaching
(6) Participation
(7) Movies and other visual aids
(8) Equipment — Type and care

As an illustration of the system of teaching basic skills, in basketball the emphasis first centred on the general techniques used in shooting and in passing; then, from the chest shot and chest pass pupils progressed to underhand, lay-up, pivot and hook passes, which required increased skill and training. Later, individual and team tactics in defence and offence impressed upon the leaders the importance of developing individual skills, in order to be of maximum use to a team working as a unit.

In this course there arose a serious problem. As many leaders came from the small schools where there was no gymnasium or possibly no well-trained physical education teacher, how could the staff enrich the course for the more skilled pupils of larger schools yet provide a good working knowledge of this fine game for the enthusiastic beginners?

Due to the fact that two basketball courts and two instructors were available, the instruction period was divided into two parts whenever a group had a large percentage of beginners. The first part was devoted to basic instruction and practice in several skills, then the beginners were taken over to the second court for additional practice in skills and in the actual playing of the game, while a second instructor coached the skilled group in advanced tactics. The period came to a close with both groups coming together for a short discussion of rules and techniques of officiating.

The enthusiastic response and improvement shown by such beginners demonstrated the effectiveness of this system. The staff felt that basketball could be a popular game for outdoors even at schools where no indoor facilities were available, and that no school would be without an eager pupil leader for this enjoyable team sport.

So far, the staff had been fostering an interest in self-improvement of game skills. Next came the more momentus project of encouraging each girl to be a leader capable of taking charge of part of the physical education programme in a school, or assisting her community in recreation centres. By what means could we train these girls to be helpful citizens of tomorrow?

Plans for leadership training developed as follows:

(1) *Games Programme:*
   (a) Each girl had a turn at refereeing and scoring games in class periods.
   (b) Leaders took complete charge of the scheduling, refereeing, scoring and timing of the inter-cabin games of volleyball and basketball held each evening.
   (c) In the minor sports a group of leaders made out the draw sheets for tournaments; others helped by refereeing. Owing to the few periods available for class instruction, the girls volunteered to play these games during their free periods.

(2) *Track and Field:*
The girls planned the programme for their Track and Field Meet, took complete charge of officiating, announcements and programme printing; in addition they mastered the intricate score sheet on which points awarded determined both individual and team champions.

(3) *Swimming:*
For safety purposes the "buddy" system was used whenever the girls were in the water. Volunteer guards were on duty at all swim periods. At the end of the course most girls tried for Life-Saving Awards and the leaders planned and conducted an afternoon Swim Meet.

(4) *Square Dancing:*
The girls acted as callers for class periods and for that joyful evening of square and folk dancing for the whole camp. On that occasion even the piano-accordian "band" came from the ranks of the girl leaders.

(5) *Teaching Practice:*
In the games programme actual practice teaching was a definite part of the programme. At the end of the basketball course each girl taught a skill or tactic to part of her group. Then her "pupils" volunteered both praise and criticisms of her teaching methods. Group interest in this process ran high and it is a certainty that these girls will avoid at least some of the elementary pitfalls of pedagogy as a result of this training.

A good example of incidental practice teaching took place in volleyball, when each individual in a group took a turn at coaching the others as they served or volleyed. The same process took place in basketball. Whenever partners worked together they would give helpful suggestions to each other; at shooting practice everyone had an opportunity to coach her own small group.

(6) *Camp Routine:*
All leaders were organized into ten cabins, with 11-12 girls in each. From each cabin came a representative (elected by cabin members to the "Leaders' Council". These girls were responsible for:
(a) Assigning camp administration duties.
(b) Planning and conducting chapel services.
(c) Arranging and presiding over all closing banquet ceremonies.
(d) Enforcing disciplinary measures for breaches of camp regulations.

The responsibility that leadership entails was impressed upon all girls by making them share in camp duties, as follows:

(1) Each day cabin leaders took turns at appointing an "Officer of the Day". Her duties were:
(a) To help the staff administrative officer in ringing the siren to signalize the beginning and end of class periods.
(b) To supervise the issuing of equipment in free periods.
(c) To raise and lower the flag.
(d) To lead in the singing of grace at meals.
(e) To help the office staff.
(f) To make cabin and washroom inspections.

(2) Every girl was responsible for keeping her bed and possessions tidy. All leaders took great pride in the appearance of their cabins. Pictures decorated the walls, suit cases disappeared from sight, beds were made up in many novel arrangements and some cabins even painted their lockers. Every cabin had a special name on the door., e.g., WELKUM-IN; etc. The spirit of co-operation was very evident on all sides and "Free Tuck" to the value of 10 cents was the reward for the tidiest living quarters.

(3) A "duty" cabin attended to arranging the evening snack and to washing the dishes afterwards.

(4) Each day the cabin leader appointed one girl to act as waitress for her cabin's table at meal time.

(5) One of the highlight events was the evening programme, planned and presented by a different cabin each night. Every girl took some part in the entertainment staged by her group.

In other ways, too, the girls were receiving valuable training in good citizenship. Thanks to the high ideals of the Camp Directors, no opportunity was lost of leading the girls to an even deeper appreciation of the finer things of life, and of the privileges of living in a free country.

Pride in the camp was stimulated further by a very popular contest. Every cabin made up a cabin and a camp song which the girls sang with verve before the staff judges. In the winning camp song were the very sentiments that the staff had been hoping to inspire:

Tune "U.S. MARINE HYMN"

From the shore of the mighty Couchiching,
And the cabins on the ground,
Come a lively bunch of campers
Whose honour is renowned.
For to get ourselves a training
When proud leaders we will be,
We plan to be the graduates
Of the girls O.A.T.C.

From the break of early dawning,
To the setting of the sun,
We work and play together
One for all, and all for one.
At the end of two weeks training
We depart from new made friends
Who will always be remembered
In thoughts that never end.

Few will forget the short, but impressive, ceremony held at flag raising on Dominion Day, when staff and leaders together gave thanks for that freedom, and thought deeply of what it meant to each one. Amid a setting of natural beauty we sang "O Canada" each day with a deeper belief in the "true north, strong and free".

Most thrilling of all were the unexpected evidences of valuable training in leadership and cultivation of high ideals:—the poise of the young leader who capably presided over the lengthy banquet ceremonies on just twenty minutes' notice when the appointed mistress-of-ceremonies became ill; the reverence of a whole cabin singing the old familiar hymns before "lights out"; the friendly atmosphere prevailing amongst those of different creeds and races; the eagerness to learn about other schools; the growing appreciation of the city pupil for the small school; the way in which the leaders spontaneously planned to help a lonesome girl feel that she "belonged" to the group; the encouragement and coaching given by skilled leaders to those less proficient. These were the indications that made the staff feel that this project was most worthwhile.

Not only had the girls been trained to assist in school or community recreation programmes, but they were receiving a valuable character training which would help them to be better citizens. The joy that comes from service in teaching others; confidence in the ability to lead; the faculty of working harmoniously with people of various races and creeds and of appreciating the good points of others—these were major benefits resulting from the Course.

At the banquet on the last night, all the girls received a colourful crest bearing the coat-of-arms of the Ontario Government, at whose expense they had received the benefit of this inspiring period of leadership training amid the camp's seventeen acres of natural beauty. On departure day, every girl went forth with the firm resolve to use this knowledge and training to assist in the physical education programme of her school and community, and thus be worthy of the high honour accorded her in being chosen as "leader" for the Department of Education's Athletic Training Camp of 1950.



Some of the 100 students of St. Catharines Collegiate and Vocational School who visited Ottawa for the opening of Parliament met Mr. Harry P. Covers, M.P., for Lincoln County (St. Catharines Riding) in his office. He is seen seated (Middle) with Principal Gordon Price at the right.

CITIZENSHIP — ST. CATHARINES STYLE

A Course in Practical Citizenship at St. Catharines Collegiate and Vocational School

GORDON PRICE — Principal

Citizenship—St. Catharines Style—is presently the most popular course on the curriculum of the local Collegiate and Vocational School. It is not a course on the regular timetable, nor is it a course that has formal examinations. Yet it is probably the most impressionable course that many of the students will ever take.

The course—or rather the programme—originated in the belief that (1) the best way to combat subversive influence among teen-agers was a positive programme to make students "Canadian conscious" and (2) democracy in our way of life can survive only if our citizens have an interest in and an understanding of politics and the problems of government. As the Prime Minister, The Right Honourable Mr. St. Laurent said when he addressed the student body last October, "If we are to continue to maintain the kind of country in which people can live free and worthwhile lives, all those who have the advantages of education must strive to understand what self-government means and how priceless a possession is the right of a people to govern themselves." At the same time, the programme has provided a "shot in the arm" for our History forces throughout the school.

The over-all programme is made up of three parts: (1) a series of outstanding political speakers; (2) a visit to Ottawa and Parliament Hill by Grade 10 History students and (3) a trip to the United Nations at Lake Success and New York by senior Modern History students.

The speakers this year were: The Right Honourable Louis S. St. Laurent; Mr. George Drew, Leader of the

Opposition; Mr. M. J. Coldwell, Leader of the C.C.F. Party; and Miss Agnes Macphail, veteran parliamentarian and the first woman to sit in the Canadian House of Commons. Each gave a non-partisan speech which left a definite impression on the young and impressionable audience. Mr. St. Laurent initiated the series by saying, "I believe very strongly that all of us—and all of you—have a special duty to take a real interest in public affairs. I thought that if you could see the Prime Minister and other men in public life with your own eyes, it might help you to realize that public affairs are not something remote from yourselves in which it is hard to have a personal interest."

The students listened as they had never listened to any teacher as Canada's Prime Minister traced the history of responsible government in Canada and explained the necessity for organized poltical parties in a democratic element. They listened with equal interest as the other speakers laid before them and explained the problems of Canadian and world government. At the conclusion of each programme, the speakers willingly answered a barrage of questions fired at them by the students, questions which dealt with current, national, and international issues.

Each speaker spoke twice during his visit to the school; once in the afternoon to the student assembly and again in the evening to a non-partisan audience of parents. The students themselves planned and conducted these meetings, introducing and thanking their distinguished visitors and making presentations to them. They introduced certain innovations. For instance, when the Prime Minister addressed the students, Joan Greenleaf, a Grade 13 student, welcomed him first in English and then in flawless French. The student body sang "O Canada" first in English and then in French. (They had been practising the latter version for two weeks previous to the visit.) The afternoon meetings were all carried by the CBC and heard by Canadians throughout the nation later in the day.

The trip to Ottawa was planned to coincide with the opening week of Parliament. The students left St. Catharines on Wednesday night, spent Thursday and Friday attending the sessions, inspecting the Parliament Buildings, seeing the embassies, and other points of interest, and arrived home on Saturday. Only those students taking Grade 10 Canadian History were eligible and the trip was made on a "pay-your-own-way" basis. The entire cost of the trip—railway fare, meals, lodging, sight-seeing, etc.—came to only $15.00 per student. The enthusiasm of the students is indicated by the fact that over one hundred students made the trip. There will be many more applicants next year and it will be necessary to screen them on a scholastic or attitude basis.

The trip to Lake Success was planned for the first week of April. Over eighty Grade 12 and Grade 13 Modern History students signed up to go. Unfortunately, during April there were no meetings at the United Nations suitable for the group to attend. At the time of writing, these students are anxiously awaiting news from the Information Officer at the United Nations that the Security Council or some large committee plans to be in session so that they may attend.

The results of the programme to date have been most gratifying. The interest on the part of the students in History and Civics has greatly increased. The students realize perhaps as never before, that democracy and government are not dead, passive things but live things which he has, and will have, a part in. Parliament Hill is now a reality, not something he read in a book. And legislation is something he has seen made with his own eyes. Citizenship—St. Catharines Style—seems to be a very worthwhile affair and something that could be profitably copied by other communities within travelling distance of the Dominion or Provincial capitals.

From Radio Broadcast "REPORT FROM PARLIAMENT HILL" February 18, 1951

From time to time, members of Parliament call to the attention of the House the presence of distinguished visitors in the gallery of the Commons. On the Thursday after the opening of this present session of Parliament, Mr. H. P. Cavers, Liberal member of parliament for Linclon, called the attention of the honorable members to such visitors.

The visitors pointed out by Mr. Cavers may not have been the most distinguished to ever sit in the gallery of the Green Chamber, but they were certainly some of the most alive and interested of guests to watch House proceedings for some time. They were one hundred grade ten students from St. Catharines Collegiate Institute and Vocational Schools, accompanied by their Principal, Gordon E. Price, and by five members of the collegiate teaching staff.

The students and their teachers had boarded the C.P.R. train in St. Catharines the night before, a little after eight o'clock. They'd sat up all night in reclining coach chairs—"but we didn't sleep," they said. "We were too exicted!" However, when they reached the capital—their first visit to the centre of government for ninety-five per cent of the students—they were band box fresh and full of an energy that many of the M.P.'s must have envied.

First stop for Principal Price and his contingent of students was the Y.W.C.A. cafeteria where the "Y" staff had bacon and eggs, toast and coffee prepared for the hungry horde. After that, the students registered for their rooms at the Y.M. and Y.W.C.A.'s. Then the entire assembly stormed Parliament Hill for a tour of the Buildings.

Mr. Price; Mr. Palmer; Mr. Macdonald; Miss Priest and Miss Lauder—the teachers who accompanied the one hundred students—and all the St. Catharines people connected with the tour are to be congratulated on the success of the trip. From now on Parliament Hill will be a reality to these students — they have seen "History" in the Making. From now on, legislation will not be something dead—they saw with their own eyes Canadian law being made. Citizenship St. Catharines style is a very worthwhile affair. If every Canadian youngster were as genned up on the Government of his country as the students of St. Catharines, the future of this country would be in good hands indeed.



The World Famous

VIENNA ART COLLECTION

Will be on Display at

TORONTO ART GALLERY

August 5 to September 16

Coveted by art collectors the world over is the painting by Vermeer of "The Artist In His Studio". It is one of the many famous paintings in the Art Treasures from the Vienna Collection which will be on display at the Toronto Art Gallery from August 5 to September 16. Acquired by Hitler through a forced sale for a reputed $2,000,000, it was recovered after the war.

SCHOOL teachers, trustees, and indeed all Canadians interested in the cultural development of Canada will be especially happy to learn that one of the most important events in the history of art in the Dominion will take place from August 5th to September 16th next when art treasures from the famous Vienna collection will be on display at the Toronto Art Gallery.

Now the property of the Austrian State Museums in Vienna, these world famous paintings and priceless pieces of decorative art were acquired by members of the Hapsburg family which ruled in Europe as Emperors, Kings and Princes from 1275 to 1918. Valued at upwards of $80,000,000, they were brought to America on a United States battleship.

The Franz Joseph whose nephew Archduke Ferdinand, was assasinated in Sarajevo in 1914, was the last reigning emperor of a family and nation which had its capital in Vienna from the 13th century. His ancestors had begun as local leaders and in the 16th century were one of the most powerful families in Europe. Alternately they married and fought with the ruling families in Italy, France, Spain and most of Europe.

Many of the articles in the Vienna Art Treasures came as a result of these activities but many more were made for them by the artists the Hapsburgs commissioned. They were distributed through their family palaces in and near Vienna and when, in 1918, Austria became a republic, they became State property. The collection can only be compared in size and variety with those in Paris, in London, Madrid, Rome and, perhaps, in Russia.

The collection was built by the Hapsburgs during the period when the new world was being explored and when the modern national system of Europe was being worked out in the midst of the Reformation and the conflicting interests of the ruling families. All these families exercised a rivalry in elevating the culture of Europe. All of them engaged scholars, painters, architects, sculptors and other craftsmen to work together to create in their surroundings an impression of magnificence and power for Church and State. This has left its influence here in the architecture of our cities, in our official portraits, in our domestic furniture and decorations as well as in the basic conception of our educational system. Even our democratic institutions are the fruits of the reaction against the overbearing power of a privileged class.

The Government of Austria has now acceded to the request that the Canadian public should have an opportunity of seeing this world-famous collection and Toronto has been selected as the only Canadian city where it will be on display.

The collection consists of jewels and precious stones, tapestries, armour, sculptures and a number of the rarest oil paintings by Titian, Vermeer, Rembrandt, Rubens, Tintoretto and others who rank among the greatest artists of all time.

A silver gilt cradle for the King of Rome, who was the Duke of Reichstadt and the only son of the Emperor Napoleon and Marie Louise, Archduchess of Austria, will be among the articles on display during this exhibition from August 5 to September 16. It is an elaborate object on which Piette Philippe Thomire, sculptor and bronze founder and Jean Baptiste Odiot, goldsmith, collaborated, from a design by Piette Paul Prudhon. Part of it is inlaid with mother-of-pearl and it has a small canopy at the head and a small gold imperial eagle at the foot. It was presented to Napoleon and his empress by the City of Paris in 1811.

Another interesting item in the collection is the Benvenuto Cellini salt cellar, said to be the only work in gold unquestionably made by Cellini and his earliest known sculpture. It is an ornate item approximately ten by thirteen inches with two seat-

ed gold figures. The ivories include examples from the fifth to the twelfth centuries.

Among the tapestries which will be on display will be some of the finest hangings woven in Brussels in the sixteenth century. Eleven of them are from the series "The Story of Alexander the Great"; four are from the "Seven Deadly Sins" and two are from the "Seven Cardinal Virtues".

Arms and armour in the collection range from the late fifteenth to the late seventeenth century and include field armour of Maximilian I and parade armour for Maximilian II, together with the historical Unicorn Sword of Charles the Bold.

One of the most famous paintings in the collection will be "The Artist In His Studio" by Van Vermeer. This picture, long coveted by many collectors, was acquired in a forced sale by Adolph Hitler for a reputed $2,000,000. Hidden in a salt mine during the war it was rescued by the U.S. Army and turned over to the Austrian Government.

The great Hapsburg collection of rare objects and beautiful paintings is second to none anywhere in the world. It is one of the first things of interest that any Austrian guide recommends tourists to Vienna to see.

The teaching profession is fortunate, indeed, that it comes to Canada during summer vacations and many, no doubt, will plan a visit to the Toronto Art Gallery between August 5 and 16 to see this world-famous exhibition.

TWO YEARS AFTER SCHOOL — 1948 TO 1950

Third Report of the Canadian Research Committee on Practical Education

THE Canadian Research Committee on Practical Education was organized in 1947 *"to study the secondary school curriculum and its inadequacies in the light of present day needs"*.

The Committee consists of one representative of each of the Associations in the fields of commerce, industry, agriculture, labour, education and the home. Co-operation of educational authorities is through the Canadian Education Association which is the original sponsor of the project. Financial support has been provided by various national associations and industrial firms totalling fifty-three, as of December 31, 1950. The annual budget of the project has been approximately $16,000 a year.

Chairman of the Committee is Mr. Hugh Crombie, Canadian Manufacturers' Association.

Vice-Chairman is Dr. J. G. Althouse, Chief Director of Education for Ontario.

Research Director—Mr. A. G. McColl, Canadian Education Association.

Assistant Research Director—Mr. J. D. Ayers, Canadian Education Association.

The first report entitled, *"Practical Education in Canadian Schools"* was issued in 1948. It contained an outline of the organization of secondary school education in Canada with particular reference to vocational education. Data on school enrolment by grades were included and the lack of holding power of the schools was indicated.

The second report issued in 1950 was entitled, *"Your Child Leaves School"*. It showed why boys and girls leave school and the type of employment they enter upon.

The third report entitled, *"Two Years After School"* has just been issued. It is a follow-up study of the same boys and girls considered in the second report "Your Child Leaves School", two years after. Their progress has been traced to determine how well they have been getting along and to assess two years later how adequately they were prepared by their education to earn their living and to enjoy living.

The fourth and final report containing the *Committee's recommendations* as to what might be done about the situation will, it is expected, be presented at the Annual Convention of the C. E. A. in late September this year. It is suggested that this final report may contain some very important suggestions, particularly about what commerce and industry think our schools should do in the way of educating their future employees.



This report was presented at the Annual Meeting of The Canadian Research Committee on Practical Education to be held in the Chateau Laurier, Ottawa, March 20.

The report tells how young Canadians regard the education which they have received, and of how employers and supervisors regard the training of these youth. The study is unique in that a large number of pupils who withdrew from school in 1948 are followed-up two years later to find out what they have done and how well they have done it. In 1948, the views of teachers about these pupils were presented in the report, *Your Child Leaves School.* In 1950, 7,000 former pupils of 800 schools across Canada reported themselves, and their supervisors also expressed opinions. Here are some of the highlights of the report.

Schooling Pays in Making a Living

Within two years of leaving school there are noticeable differences between the progress of those who graduated and those who dropped out of school. It may be assumed that these differences will increase as time goes on. Graduates have had more promotions or raises, and supervisors say they are more likely to advance. Graduates average $5.00 per week more than drop-outs. There has been less turnover in jobs among graduates. They have had less unemployment and shorter periods of unemployment.

Schooling Pays in the Enjoyment of Living

Graduates are better satisfied with their jobs. More graduates than drop-outs participate in clubs or group activities, and more hold offices in these clubs or groups. Graduates have more recreations and a wider range of recreations. They also have more hobbies. It may be assumed that they will be more active in all community enterprises.

Employment Opportunities

Graduates engage in a wide range of jobs while drop-outs are more restricted in the variety of positions open to them. Only a few of the drop-outs are in jobs where education and training are necessary for continued success. Graduates

(Continued on page 46)



Ridgeview Elementary School, West Vancouver, B.C. — See February-March Issue of School Progress, for description and illustrations.

THE ELEMENTARY SCHOOL OF 1951

As 233 Canadian School Executives Would Design It

(The Average of a Survey of Opinion made by School Progress in March of the present year).

SCHOOL PROGRESS* has just completed an interesting and successful survey of opinion on modern school building, the results of which are given in these pages. The survey was made in March of this year by questionnaire to five hundred Canadian school executives (inspectors, superintendents and school board officials) representative of all Canadian provinces. Two hundred and thirty-three usable replies were received in the following regional proportions: British Columbia—24; Prairie Provinces—99; Ontario—43; Quebec—33; Maritime Provinces and Newfoundland—34. The title of the questionnaire was "How I Would Build an Elementary School in 1951 to Meet the Requirements of My Community". Answers were given by marking detailed items under eighteen important architectural and construction topics (see tabulated results).

The results of the survey show that the average elementary school built in Canada this year will be an eleven-room, single storey building of functional modern architectural design set in a site of six acres. Exterior construction of the building will be brick in the central and eastern provinces, and stucco in British Columbia and on the prairies. Classroom walls will be plaster, corridors tile and plaster, and colour will be favoured in classrooms and corridors and even in chalkboards. Floors in both classrooms and corridors will be a choice between linoleum and either asphalt or rubber tile. Glass block will be widely used for added daylighting. Artificial lighting will be flourescent. Central heating and ventilating systems will be installed with the choice of heating medium divided between steam and hot water. There will be individual room heating controls. This school will cost approximately $25,000 per classroom.

It is evident from the knowledge displayed in the answers to the questionnaire that Canadian educationalists are rapidly making themselves familiar with architectural and construction problems. It is also no less true in the personal knowledge of the writer that successful school architects today are perforce becoming semi-professional educationalists, and this is as it should be for it is surely reasonable to expect that when the educationalist and the architect work closely together, the community will be better served.

* * * *

Mr. S. A. W. J. Marshall, Chief Architect, Ministry of Education for England and Wales, puts the situation this way: "A changed attitude of mind towards education is having a profound effect on the architect's approach to educational building. In the past he was encouraged to concentrate first on things, and later on people. Now he is encouraged to think first and foremost about children. In the past, schools were regarded as series of compartments which the architect arranged according to the needs of light, sound, noise, the slope of the ground or the shape of the site. He was not expected to know a great deal about educational needs both from the children's and the teacher's point of view.

"Therefore, no significant advance in school design is likely unless the architect becomes semi-professional

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in education and some teachers become semi-professional in architecture. The architect of any local education authority should have working continuously with him a senior general (educational) practitioner. All the evidence shows that where each of their skills reaches a high level and where they are working together, the results are educationally, architecturally and economically outstanding".

* * * *

The growing importance of the educationalists taking a more active part with the architect in planning and designing modern school facilities is further highlighted in a rather surprising report just issued by the Public Education Association of New York City. This report contains the opinion of a group of one hundred and fifty elementary school teachers on *"what a good school should contain"*, and shows that these practising teachers are very practical indeed. According to them, the ideal elementary school should be comparatively small and capable of producing a home-like atmosphere. They would limit the number of classrooms to sixteen with a maximum enrollment of four hundred and fifty pupils —from kindergarten to grade 6, emphasizing the fact that a small school permits a more friendly, intimate relationship between teachers and pupils and among the pupils themselves. The size of the building is psychologically very important. Primary-age children in particular suffer where there are large numbers of pupils coming and going, using the auditorium, gym and cafeteria, causing confusion and excitement. They recommend the single storey school building with plenty of play space; in crowded urban areas the school roof might be used for this purpose; pleasant cheerful home-like interior, bright lighting, good ventilation, movable furniture, adequate storage space and a general atmosphere as far removed as possible from that of an institution. They want classroom walls and floors to be washable. They like radiant heating to eliminate the danger of burns from hot radiators. They request a thermostat in each room to regulate temperatures in relation to activities, and want each classroom to have a wash basin to enable pupils to clean their hands after painting or other manual activities. They draw special attention to the need for adjustable furniture or a satisfactory range of sizes of furniture to suit the growth of individual pupils, and suggest that more care should be taken in building storage shelving and hat and coat racks to the size of five and six year olds.

The writer suggests that all these recommendations are practical to a degree, and should be very helpful indeed to school administrators and architects in designing and furnishing the modern school.

HOW I WOULD BUILD AN ELEMENTARY SCHOOL

The survey was made in questionnaire form to 496 Canadian school executives. The answers are summarized below giving both National and Regional percentages. The five regions used for purposes of this survey are: British Columbia, Prairies (Manitoba, Saskatchewan, Alberta), Maritimes (New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland), Quebec and Ontario.

The percentage of return from the questionnaire was quite good. Out of 496 questionnaires 233 were returned, or 46% of the mailing. The number of returns by regions was as follows: B.C.—24; Prairies—99; Maritimes—34; Quebec—33 and Ontario—43.

It will be noted that the percentages for a few questions total more than 100%. This is because in some instances more than one answer was given to a specific question.

As the purpose of the survey was to obtain a consensus of opinion representing a true average, extreme variations in the case of answers to questions 1, 2 and 17 were omitted.

	National	B.C.	Pr.	Mar.	Que.	Ont.
1. Number of Classrooms?	11.3	15	8	13	11	12
2. Size of site? (Acres)	6.3	9	6	6	3	6
3. Construction design?	%	%	%	%	%	%
One-Storey	86	85	94	73	78	92
Multi-Storey	14	15	6	27	22	8
4. Type of architecture? (check one)						
Functional Modern	93	95	96	97	75	98
Colonial?	3	....	....	3	15	1
Any other?	4	5	4	....	10	1
5. Do you favor using colour in . . . (check preferences)						
Classrooms?	95	95	96	94	94	98
Corridors?	77	81	74	71	78	85
Chalkboard?	57	33	59	61	56	63
Equipment?	36	38	35	16	47	41
6. Exterior Construction? (check one)						
Frame?	15	15	15	39	9	....
Brick?	42	5	24	39	79	73
Brick Facing?	11	5	9	13	6	22
Concrete?	4	10	3	10	....	2
Concrete Block?	5	....	5	....	3	8
Stucco?	27	65	47	3	3	....
Other (specify)	....	....	....	....	....	....
7. Classroom walls? (check one)						
Plaster?	60	44	60	71	64	59
Painted Cinder Block?	5	7	....	6	7	15
"Dry Wall" construction?	32	43	39	23	29	20
Other (specify)	4	5	2	6	....	7
8. Corridor Walls? (check one)						
Plaster?	28	24	33	23	41	7
Brick & Plaster?	8	....	6	13	13	9
Tile & Plaster?	46	33	47	55	41	51
Other (specify)	17	38	14	10	9	37

TO MEET THE REQUIREMENTS OF MY COMMUNITY

	National	B.C.	Pr.	Mar.	Que.	Ont.
9. Classroom Floors? (check one)	%	%	%	%	%	%
Wood?	15	....	22	19	....	15
Linoleum?	50	95	51	39	47	39
Asphalt Tile?	16	....	15	23	9	24
Plastic Tile?	3	....	3	3	3	5
Rubber Tile?	18	5	10	19	50	17
10. Corridor Floors? (check one)						
Cement?	1	....	11	3	3	....
Terazzo?	23	....	10	6	34	68
Asphalt Tile?	21	14	27	36	19	17
Linoleum?	33	59	37	35	19	12
Rubber Tile?	22	27	23	23	31	8
11. Ventilation? (check one)						
Central System?	50	55	62	32	35	51
Unit Ventilators?	27	38	29	26	4	34
Window Ventilation?	23	5	9	45	61	17
Other (specify)	....	....	....	....	....	....
12. Heating System? (check one)						
Central System?	75	53	82	68	72	73
Unit Ventilators?	15	27	15	19	....	24
Radiant Panel?	9	10	3	13	28	5
Other (specify)	1	....	....	....	....	5
13. Heating Medium? (check one)						
Warm Air??	18	12	27	19	13	10
Hot Water?	39	49	17	52	81	44
Steam?	42	39	56	35	6	46
14. Heating Controls- (check one)						
Individual Room Controls?	73	84	72	68	66	78
Zone Controls?	23	16	22	32	28	17
Manual Control?	4	....	5	3	6	5
15. Lighting? (check one)						
Incandescent Lights?	34	62	24	29	44	41
Fluorescent?	58	29	72	71	44	46
Cold Cathode?	8	10	5	....	16	15
16. If the design of the school lent itself to it, would you use . . .						
Window Walls of double-pane glass?	47	40	51	58	56	29
Window Walls of single-pane glass?	13	25	13	3	17	15
Glass Block for extra day-lighting?	41	35	39	45	28	56

17. Estimated cost of school including—site, building, and equipment?

National	B.C.	Prairies	Maritimes	Quebec	Ontario
11.3 Rms.	15 Rms.	8 Rms.	13 Rms.	11 Rms.	12 Rms.
$277,795	$305,091	$181,297	$387,000	$273,230	$329,555

The one question in the survey upon which school men across Canada are almost 100% agreed is that the single storey functional modern type of school building is best. On this score the writer suggests practical reasons why this is so:

(1) *Daylighting*—In single storey construction it is not only possible to obtain more daylight in the classroom by means of larger regular windows and clerestory windows, but also to control and diffuse the light better to the benefit of pupils in all parts of the room.

(2) *Classrooms*—Bilateral lighting also makes it possible to have square classrooms in the modern building, and many architects as well as teachers consider the square classroom is not only more economical to construct, but lends itself better to the type of teaching in the modern school.

(3) *Saves Space*—In the single storey building there is no waste space due to stairways and stair wells, and all floor space is, therefore, available for use.

(4) *Safety*—Stairs are a continuous safety hazard in a multi-storey school. This hazard is eliminated in the modern single storey building. Furthermore, there is virtually no danger to pupils in case of fire as they can simply step outside from their own rooms.

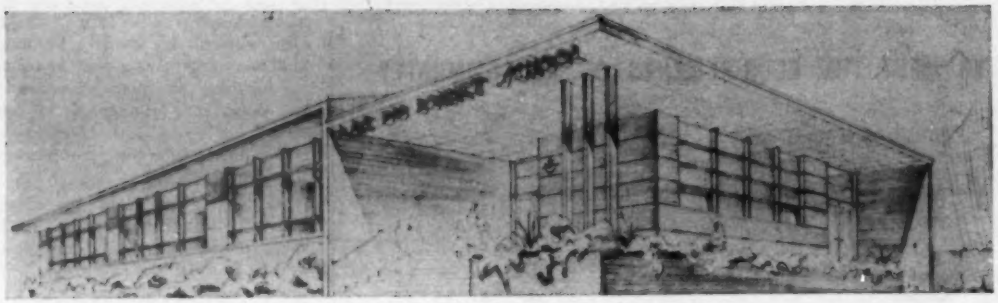
(5) *Cheaper*—Because of lighter foundation and wall construction, considerable money can be saved in erecting the single storey type of building.

(6) *Quicker Construction* — Not only can a single storey building be erected more quickly, but it lends itself to construction by sections or wings, and as one wing is completed, it may be put to use immediately, with pupils relatively undisturbed by construction going on in other sections.

(7) *Integration of Classrooms and Out-of-doors*—Most classrooms in a single storey school have doors leading directly outside, and indoor and outdoor activities may be easily integrated by one teacher. Some of the latest schools have partitioned off gardens outside their classrooms. Glass partitions and shrubs give privacy, and in fine weather lessons may be given outdoors.

(8) *Friendlier Atmosphere*—Teachers are all agreed that the atmosphere of the single storey school is friendlier than that of the multi-storey building, particularly for the younger children of the elementary school.

(9) *Simple Design* — The single storey building lends itself quite readily to integration with the homes of the community it serves. The institutional aspect marked by the pillared entrance of the traditional type of school is replaced by a simple home-like design that blends with the other buildings.

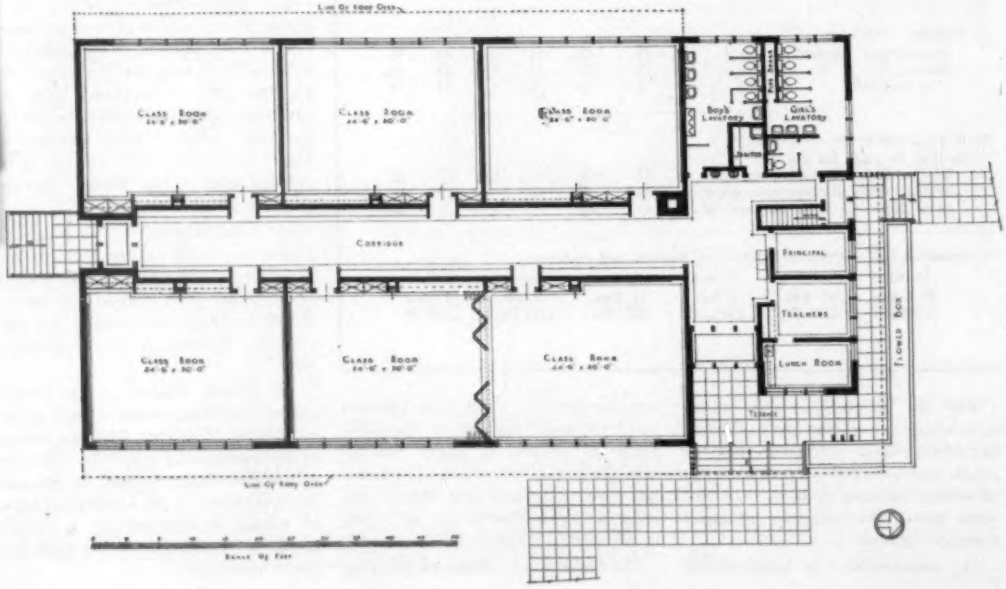


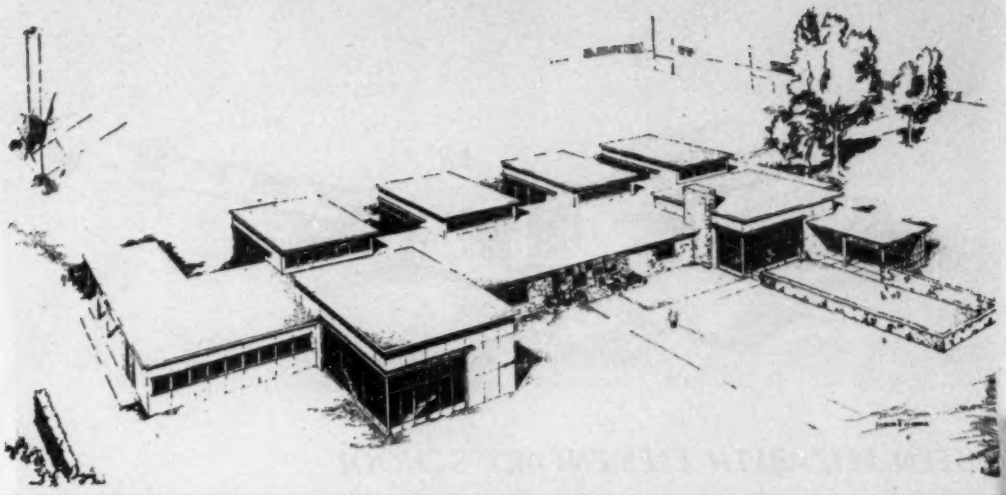
LAC DU BONNET SCHOOL

Lac Du Bonnet, Manitoba

MOODY & MOORE, ARCHITECTS, WINNIPEG

Six classrooms, Principal's office, Teachers' room and Lunch room.
Two classrooms have removable partition to open out space for community gatherings.



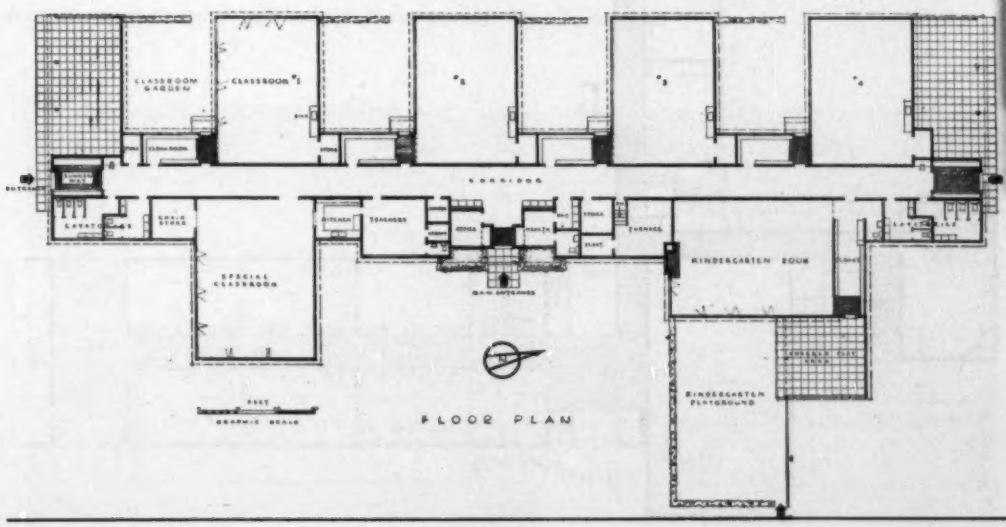


MACDONALD PARK PRIMARY SCHOOL

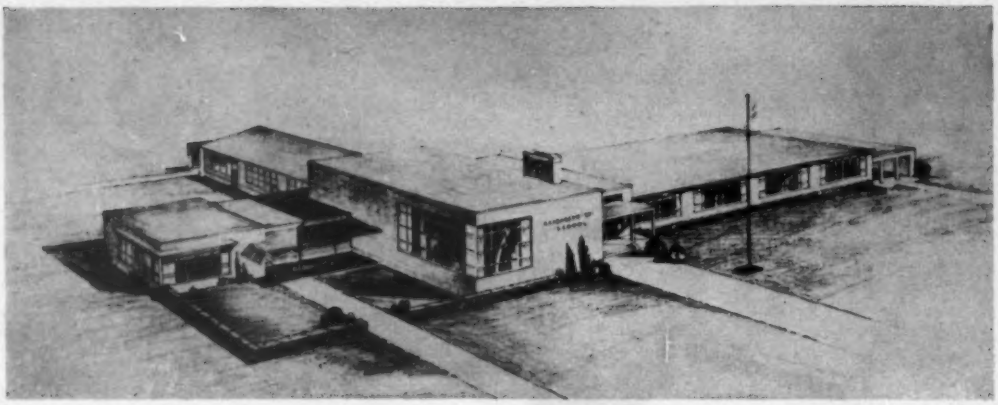
Victoria, British Columbia

BURLEY, WADE and STOCKDILL, ARCHITECTS, VICTORIA, B.C.

Five classrooms and kindergarten—Principal's office, Heatlh office, Teachers' room, special (large) classroom—kindergarten playground and classroom garden.



FLOOR PLAN

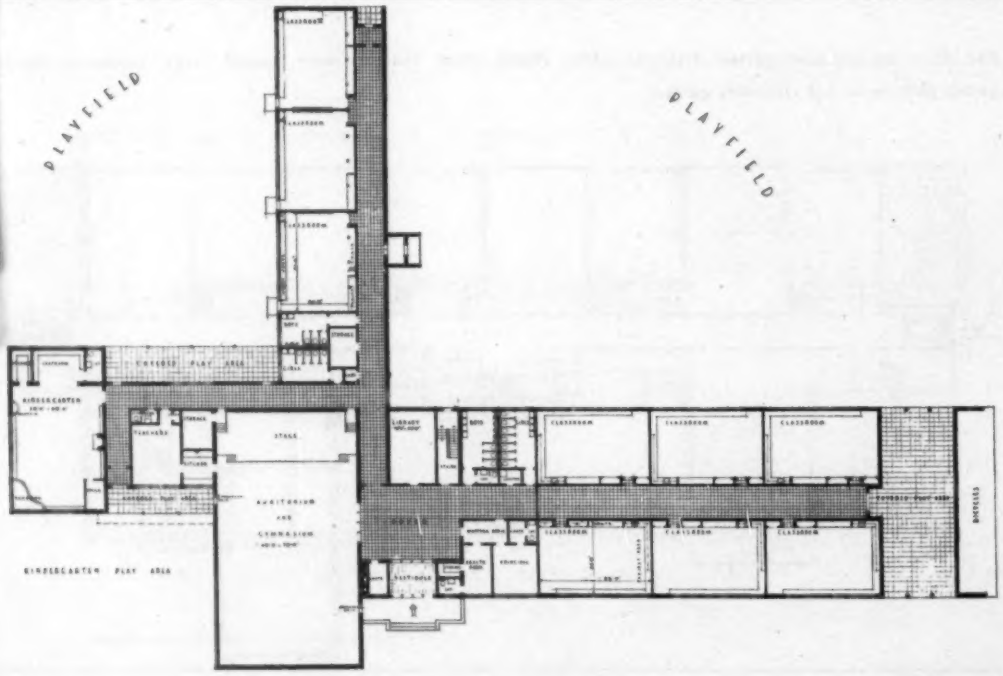


QUEEN ELIZABETH ELEMENTARY SCHOOL

Sault Ste Marie, Ontario

PAGE & STEELE, ARCHITECTS, TORONTO

Nine classrooms, Kindergarten, Library, Auditorium-gymnasium, School offices and Teachers' room.



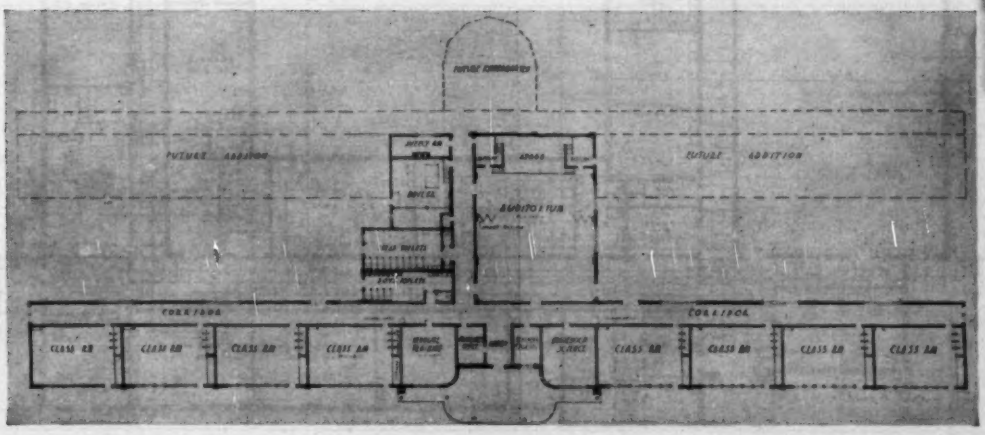


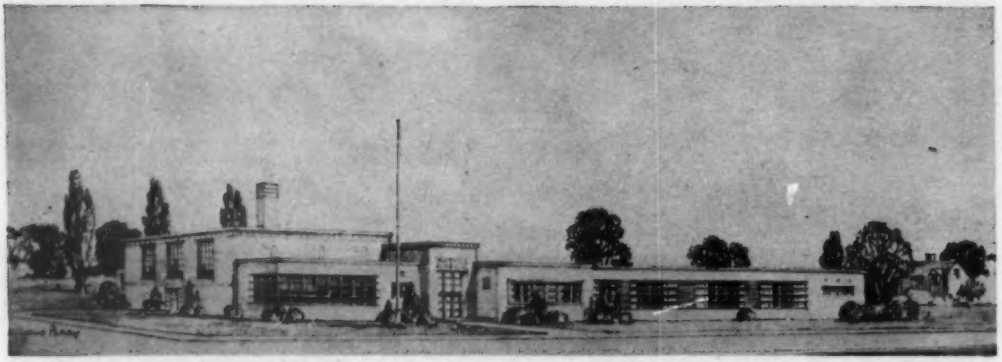
GLENWOOD ELEMENTARY SCHOOL

Burlington, Ontario

HERBERT EASTWOOD MURTON, ARCHITECT, HAMILTON

Eight classrooms, Home Economics, Manual Training, Auditorium-playroom with stage, clerestory lighting, non-fireproof construction, interior walls movable, finish plywood. Site—7¼ acres.



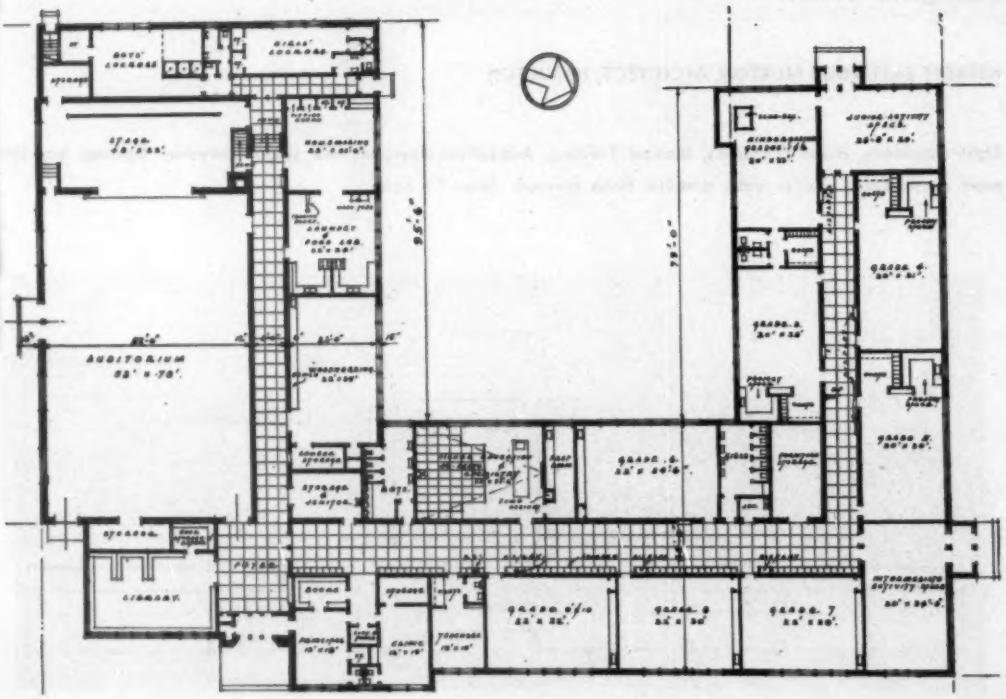


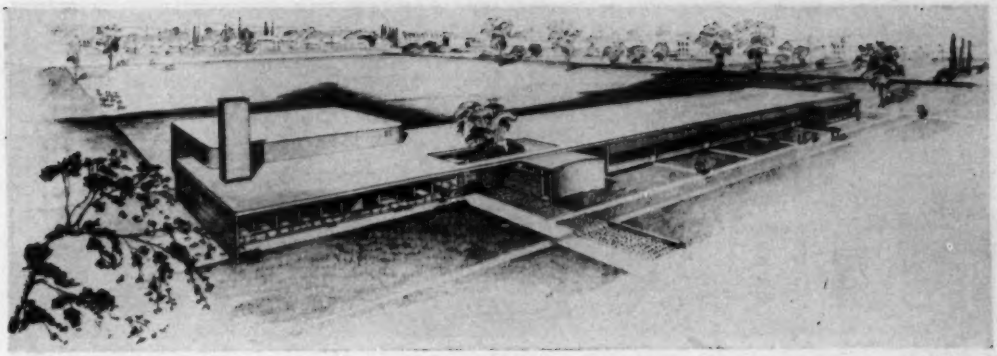
DRUMMONDVILLE COMPOSITE SCHOOL

Drummondville, Quebec

A. LESLIE PERRY, ARCHITECT, MONTREAL

Seven classrooms, Kindergarten, Home Economics, Woodworking shop, Junior Activity room, Auditorium with stage. Construction concrete and cement block.



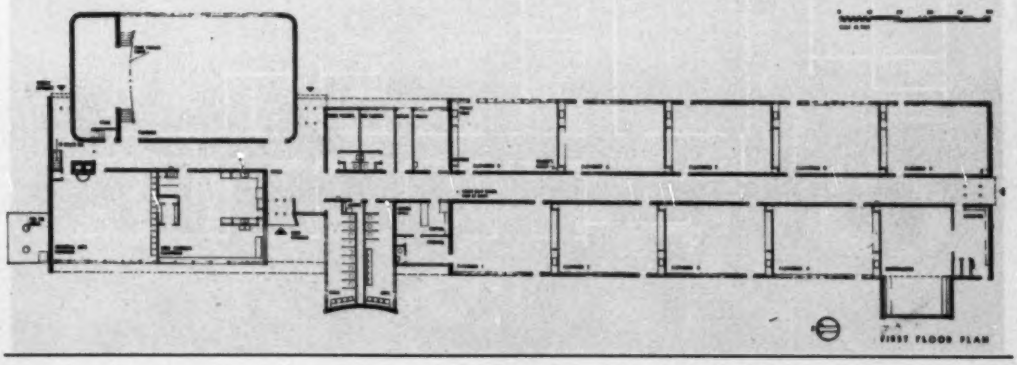


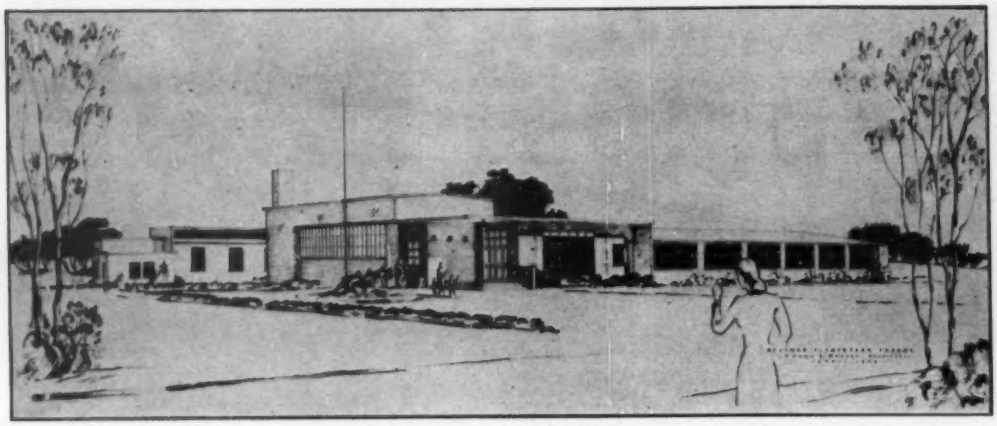
SECOND STREET PUBLIC SCHOOL

New Toronto, Ontario

JOHN B. PARKIN ASSOCIATES, ARCHITECTS, TORONTO

Nine classrooms, Kindergarten, Home Economics, Industrial Arts Room, Auditorium-play-room with full stage, school offices, Teachers' room, Steel frame construction, exterior walls brick, designed for additions. Every classroom decorated a different colour.



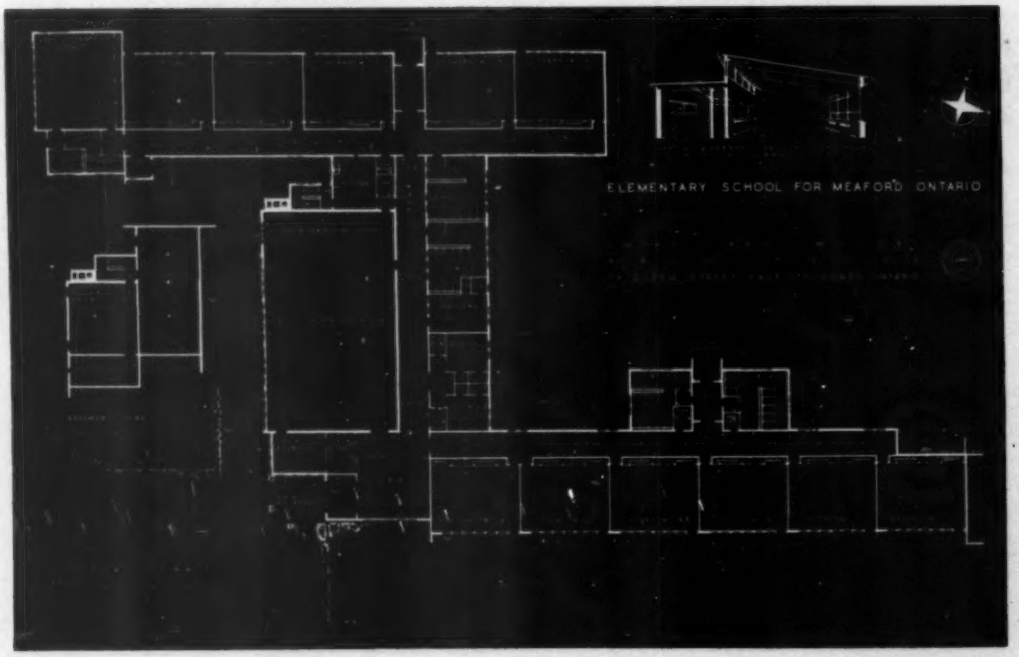


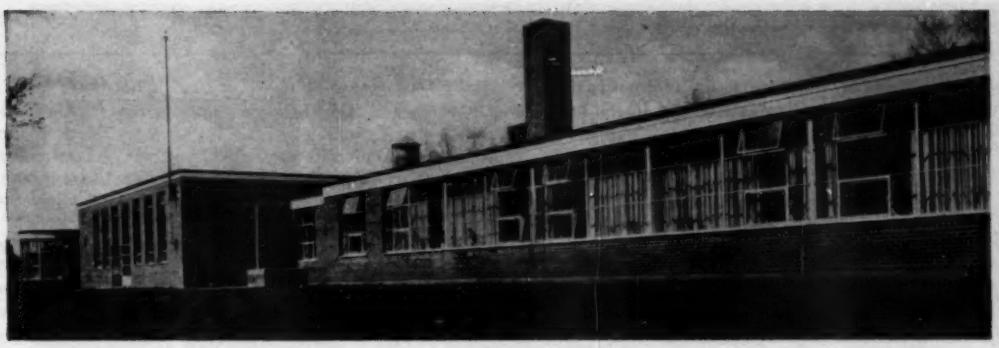
MEAFORD ELEMENTARY SCHOOL

Meaford, Ontario

SHORE and MOFFAT, ARCHITECTS, TORONTO

Eleven classrooms, kindergarten department, multi-purpose room, school offices, Teachers' room—bilateral lighting. Site—6½ acres.



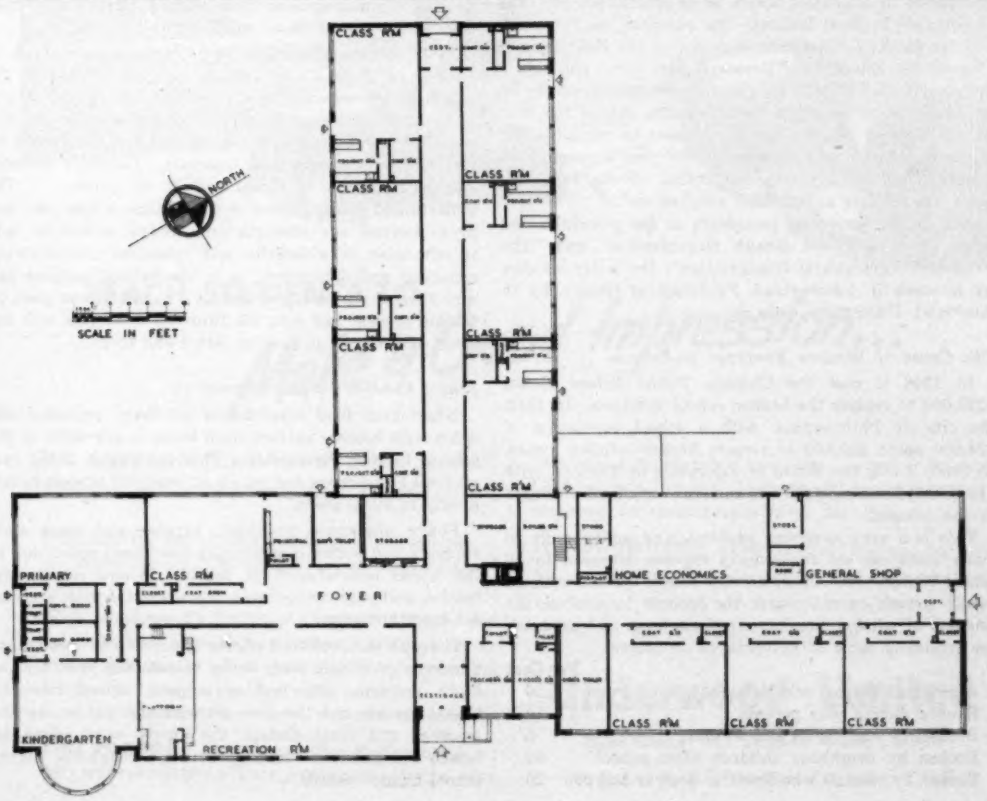


FERGUS PUBLIC SCHOOL

Fergus, Ontario

S. B. COON & SON, ARCHITECTS, TORONTO

Eleven classrooms, Kindergarten, Home Economics, General Shop and Recreation Room with stage, School offices.



(Continued from page 20)

so that the ideas of, and the wish for, international understanding naturally and inevitably arise in the minds of the children."

New Zealand Schools Teach About United Nations

Teaching about the principles and activities of the United Nations and its Specialized Agencies is being stimulated in New Zealand by the free distribution to all post-primary schools of a series of pamphlets under the general title "Toward World Unity". The pamphlets are issued and distributed by the Education Department of the New Zealand Government. The first of six, specifically devoted to explaining the United Nations, is titled "Behind the United Nations" and seeks to help students "to understand the nature of the problem involved in stopping future wars and the importance of finding a solution as quickly as possible."

"The United Nations" by F. H. Corner describes in detail the Organization itself, offering diagrams of its structure and a bibliography for further reading. "Trusteeship" by Angus Ross, Senior Lecturer in History of the University of Otago, analyzes the background and history of the trusteeship system, shows how the United Nations puts it into practice, and offers questions for discussion of a subject which is of special interest and importance in New Zealand. The pamphlet on "Unesco", written by A. E. Campbell, Director of the New Zealand Council for Educational Research, sets forth not only a full description of the organization but also a survey of the many ways in which New Zealand, one of the first of its Member States, has co-operated to support "the Unesco idea—to make a world truly free to engage in common and constructive intellectual efforts that will serve the welfare of mankind everywhere".

Also in the series are pamphlets on the principles and work of "The World Health Organization" and "The Food and Agricultural Organization", the latter written by Kenneth B. Cumberland, Professor of Geography in Auckland University College.

The Cause of Window Breakage in Schools

In 1946 it cost the Chicago Public School Board $273,000 to replace the broken school windows. In 1949, the city of Philadelphia, with a school population of 228,000 spent $82,569 to restore broken window panes. In 1950, it cost the Board of Education of Toronto, with 111 school buildings, $17,600 to repair windows damaged in the schools.

This is a very annoying problem, and undoubtedly in many instances an unnecessary expense common to all school boards. An American city school system with 26 public schools recently took the trouble to analyze the problem of window breakage in the schools and produced the following table of percentages of causes:

	Per Cent
Accidental during school hours	10
Broken during play periods	10
Broken by hail, wind and weather	5
Broken by neighbour children after school	50
Broken by vandals who break to destroy and rob	20
Broken because of faulty setting or hardware	5

Whether or not these percentages apply to the Canadian scene generally is beside the point. It is a fact that it is a problem which bothers every school board whether in Canada or the United States, and any suggestions as to an improvement of the situation are undoubtedly welcome.

Seriously concerned over the growing cost of window replacements, the Chicago Board of Education in 1947 detailed a man to look into the problem and see what he could do about it. He started a publicity campaign on conservation to the schools and organized a contest among them keyed to the school libraries. A total of $22,000 worth of prizes in library books was authorized and the campaign got under way. The result was startling. In 1946 a total of 60,799 window panes had to be replaced. In 1947, after the first year of the campaign, only 37,105 panes were broken.

To Develop a True Canadian Culture

In an address, "Whither Canada", to the Empire Club of Canada in April, Dr. Charlotte Whitton urged that Canadians encourage a conscious Canadianism and a sense of destiny as a nation to combat influences in the field of communications from abroad, particularly from the U.S., which all of us would do well to heed:

"Our culture, struggling to be born, is dominated, in all but its French and foreign language areas, by the smotheringly overwhelming strength of United States publishing, press, radio and film interests, while our leisure time services are daily being ceded to occupation by United States commercial interests. Canada's national culture autonomy is threatened, if not gone . . . The undertow of present tides in the affairs of men can well prove beyond our strength and control unless we will it otherwise in a definite and conscious Canadianism, conscious and determined as to the nature, purpose and direction of our national destiny . . . As in our past, so in this present and into the future, a conscious will and sense of destiny can keep us intact and free. . . ."

School Lunches in New Brunswick

Nourishing food supplements are being prepared and eaten with lunches carried from home in one-third of the schools in New Brunswick. This practice is being carried out by teachers and pupils at some 500 schools today, mostly in rural areas.

Fewer absentees, healthier, happier and more alert students and better communities have been noted due to the added nourishment at school. Where community, teacher and pupil co-operated, there was the most successful lunch program.

Through the combined efforts of school and community hundreds of dollars were being raised each year for the lunch projects. By holding suppers, school concerts, basket socials and the like, planned and put on by the teachers and their classes, the funds were added to. Lunch equipment is usually provided through the county school finance boards.



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 (Continued from page 32)

leave jobs more often because of a chance for a better job, because they see no future in their present job, or because they wish to take further training. Drop-outs, on the other hand, leave jobs more often because the job is temporary or seasonal, because they are dissatisfied with pay or hours, or because they have been discharged.

Further Education or Training

Further education on a full-time basis in University, Normal School, and Nurses' Training is confined to graduates. Of those who enter employment, more graduates than drop-outs continue their education or training on a part-time basis. Boys obtain this education largely in apprenticeship, correspondence, trade, and night schools; girls in night schools, and business colleges.

More Education Needed

Schooling pays, yet only about 35 per cent of the pupils who enter Grade 7 complete high school. The remainder drop out, largely in Grades 8, 9, and 10. This wastage is a serious loss in production potential to the nation. It means also lost opportunities for thousands of boys and girls who could go further in school and benefit thereby. This is not to suggest that all pupils should be expected to complete a full high school course. Some do not have the necessary ability to do so. For them the school should offer courses suited to their needs.

Reasons for Dropping Out

The relative importance of school reasons, economic reasons, and personal reasons is 56: 28: 16 for boys, and 43: 45: 12 for girls. Teachers and former pupils are in fairly close agreement on the relative importance of these reasons, but teachers and former pupils give the same reason less than one-half of the time. They agree more often on school reasons but less often on economic and personal reasons. The implication is that the schools should have a better knowledge and understanding of the reasons why pupils drop out. To accomplish this, teachers and counsellors need a more intimate knowledge of the economic and family backgrounds of the pupils. This in turn involves a closer contact between school and home, between teachers and parents, and above all between teachers and pupils. It means also that the school needs a complete cumulative record of the pupil: pertinent details of the family, information about health, and about abilities, interests, and achievement from grade to grade.

Teachers must give particular consideration to the reasons for dropping out which are related to the school. These are lack of interest, preference of work rather than school, failing or repeating grades, and unsuitability of curriculum.

Spotting the Drop-outs

Drop-out is an almost irrevocable decision once made. The school should do all it can to encourage pupils to complete their training. It must watch diligently if the symptoms of dropping out are to be recognized promptly, and then take corrective measures where possible. Factors which distinguish significantly between graduates and drop-outs are:

1. Retardation or repetition of grades, particularly if retardation is more than one year.
2. General ability which places a pupil in the lowest fifth of the class. Also poor marks obtained in class work.
3. Non-participation in student activities and recreations.
4. No part-time jobs—graduates engage in part-time work to a greater extent than drop-outs.
5. Economic status of the family which places a pupil in the lowest fifth of the class.
6. Father's occupation—early drop-outs are more often children of semi-skilled or unskilled workers, or farmers.
7. No hobbies—graduates have more hobbies than drop-outs.

School Subjects Considered Most Helpful

Former pupils appraise a subject largely on its value in performing their jobs. Subjects considered most helpful by boys are mathematics, English, shop work, science; by girls are English, mathematics, home economics, commercial work.

Former Pupils' Suggestions for Improving School Training

Former pupils emphasize (a) better training in expressing ideas clearly either in speaking or in writing, (b) more help in finding interests and abilities, and (c) better training in the skills needed in jobs, among their suggestions for improving school training. Married girls add more training in how to become a good homemaker.

Supervisors' Suggestions for Improving School Training

Supervisors emphasize (a) better grounding in the "Three R's", (b) better character training, and (c) more and better guidance, among their suggestions. The chief personality and character defects listed by supervisors are (a) emotionally unstable or immature, (b) unwilling to assume responsibility, (c) lack of initiative, and (d) unable to get along with others.

Qualities and Skills Emphasized by Supervisors

The qualities and skills emphasized by supervisors vary, with the different types of jobs. For the typical boy's job the qualities and skills most prized are (a) accuracy, (b) mechanical skill, (c) knowledge related to the job, and (d) mathematical skill. For the typical girl's job they are (a) accuracy, (b) commercial skill, (c) ability to deal with the public, and (d) mathematical skill.

Finding the First Job

Only about 10 per cent of high school pupils obtain their first job through the school and twice as many of these are girls as boys. Evidence in the report suggests that pupils placed by the school are more stable in employment than those who secured their first job by other means. No other agency has an equal opportunity to study the aptitudes, achievement, personality, and character of the pupil. Therefore, no other agency is in as good a position to assist the pupil in finding the type of work for which he is best suited. Schools should have a more aggressive programme of placement, but they can succeed in this only when they have the co-operation of employers.

Education for Homemaking

Of the married girls in the sample, 70 per cent took home economics as a subject at sometime during their school career. It was taken more often in Grades 7, 8, or 9 and not commonly beyond Grade 10.

The married girls indicated that they value highly these courses in home economics. They suggest that such courses should lay greater stress on the care and upbringing of children, on furnishing and decorating a home, and on caring for the sick. They feel also that courses in foods should place greater emphasis on the preparation of everyday meals and less emphasis on fancy dishes which have limited application in the ordinary home.

Copies of any or all of these very important reports are available from The Canadian Education Association, 206 Huron Street, Toronto, at 75c each.



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How To
CLEAN THOSE WALLS SAFELY
A Careful Research Analysis of Wall Cleaning*

THE cleaning of walls occupies a vital place in the sanitation program of hospitals, schools and institutions. Unless wall-washing crews are trained to perform this important cleaning operation satisfactorily, frequent painting of walls is necessitated, and it becomes a problem to maintain a clean, light, and attractive environment.

Several factors are to be considered in training sanitation staffs to clean walls efficiently. Control of materials, equipment, methods, and time is necessary, and a thorough understanding of the basic operations is required to produce quality cleaning.

A series of studies was conducted to determine the proper materials, tools, and techniques for cleaning glazed tile and plaster wall surfaces. The resulting data were used as a basis for setting up a Standard Procedure. The technique of time and motion studies was used in all the tests, but the factors of fatigue, effects on the surface studied,, effects on the sanitors' hands, and the ease and quality of cleaning, as well as the time factors, were considered. The sanitors who participated in these tests were experienced workers of varying abilities.

The following analysis of the wall-washing procedure is based on the studies mentioned. Its purpose is to explain the Standard cleaning Method more graphically and to show why these particular tools, materials and techniques are recommended.

A cleaning solution of one pound of paste type wall cleaner to a gallon of lukewarm water is most efficient. After tests using varying proportions of the cleaner were compared, it was found that this concentration removed soil from the wall satisfactorily in the shortest time and facilitates rinsing. Moreover, the solution had no harmful effects on the wall surfaces or the sanitors' hands. In cases of extreme dirt *a cleaning solution of two pounds of paste type wall cleaner and the addition of two tablespoonfuls of mild alkali detergent to a gallon of lukewarm water* will give the desired results.

Cellulose sponges are most effective for washing and rinsing walls. For quality of performance, Cellulose Sponge are time-saving and easiest to handle. They are free from grit, sand and organic impurities and have a velvety soft texture which won't harm the finest finish. These remarkable sponges pick up and hold 20 times their weight in water and, because they float, will not pick up dirt from bottom of cleaning pail. The flat surfaces cover more area and the square shape permits the sponges to get into corners. Cellulose Sponges are tough and durable, outlasting natural sponges, and can be easily sterilized by boiling. When squeezed dry, they may be used as a chamois.

We prefer to clean walls from top to bottom. There has been much discussion among authorities on wall cleaning, as to whether walls should be washed from the bottom up or from the top down. The data from studies made indicate that washing a wall from the top down is the faster method. The usual objection to washing from the top down is that streaking is caused by excessive dripping of a concentrated solution down a dirty wall. This can be eliminated by training sanitors to use a mild solution of the cleaner and to exercise care in the use of Cellulose Sponge. In the tests unnecessary time was consumed, especially on painted surfaces, when cleaning from the bottom to the top and in going over the surface already cleaned to remove a few spots and streaks of water and solution that had dripped down. And, cleaning from the top to the bottom was the easier method for the sanitor.

For the cleaning operation the circular motion is faster and less fatiguing than the up and down motion. Studies showed that changing direction of motion accounts for the lost time in the up and down motion.

An area three feet by three feet is cleaned before rinsing. Cleaning smaller areas wastes time. On the other hand, cleaning larger areas is unsafe and uncomfortable for the sanitor.

An up and down motion followed by a side to side motion for rinsing walls leaves them in excellent condition. The tests showed that by using this technique the sanitor did not have to check back continually to see if any part of the surface had been missed in the rinsing operation. The circular motion on the other hand left a streaked surface and was more time-consuming.

The rinse water is changed after cleaning about fifty square feet of wall surface. The cleaning solution is changed when needed. The individual conditions must dictate when the wash water needs changing, since varying degrees of dirt on the surface will alter the frequency.

The analysis of these techniques, which have been thoroughly tested, presents the basic principles for training sanitation personnel to perform a satisfactory wall cleaning job. If walls are cleaned at regular intervals, the entire building will present a brighter, more healthful, and more pleasant environment.

*Roly Bisson, Sales Promotion Manager, G. H. Wood & Co. Limited.

An Illustrated Booklet on Linoleum Floors and How to Care for Them Properly

Teachers of home economics might very well be interested in obtaining a copy of the Dominion Oilcloth & Linoleum Company's very fine booklet entitled, "Let's Have A Floor Show". The writer suggests that it is well worthwhile adding to their library on home decorating. This beautifully designed booklet, printed in full colours, tells the whole story of the use of various kinds and colours of linoleum flooring in the modern home. Every type of room is illustrated.

Besides the colour photographs, the booklet provides a full range of illustrations of special motifs, designs and available colours in tile, battleship linoleum and marboleum. Not the least important part of the book is its authoritative directions on the proper care of linoleum to insure satisfaction in use. The writer suggests that interested teachers write to Dominion Oilcloth & Linoleum Company Limited at their head office in Montreal and ask for a copy.



When purchasing new classroom seating and other school furniture, you can be sure of the finest and most modern equipment by selecting your requirements from catalogue F. 51.

This new edition has been widely distributed. Have you received a copy? If not, please write immediately to

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By CLAUDE W. THOMPSON

Professor of the Humanities

SIR GEORGE WILLIAMS COLLEGE, MONTREAL

The creation of the Humanities Research Council of Canada, the recent survey made by the Massey Commission on the Arts and Letters in Canada, and the new Humanities Association in Canada make this a timely book for all those who are interested in the New Humanism.

Beginning with an explanation of this upsurge of interest in the humanities, Professor Thompson proceeds to tie in the present-day political, social, economic, religious, and cultural life of the new age. Chapters are devoted to the role of Education, of the Arts and Sciences, of the family, the community, and the state in our new planetary world.

The role of religion, of philosophy, and the influences of history and science are woven into the pattern of modern life.

Both educators and the general public will find in these pages not only a record of our present-day problems and hazards but an ardent plea for the recognition of the importance of the individual in shaping the destiny of man.

Especially at this time of doubt and uncertainty, no library or educator can afford to be without this latest contribution to the new humanism formed on faith in the potentialities of Man and his ultimate achievement of a planetary democracy.

283 pages — $3.75

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THE SCHOOL PROGRESS BOOK SHELF

Teacher Education in Canada by M. E. LaZerte. W. J. Gage, $1.25.

When in 1948 Dr. Frank Quance retired as Dean of the College of Education, University of Saskatchewan, he established and endowed an annual lectureship in education known as "The Quance Lectures in Canadian Education". The first series of lectures was delivered in April 1949 by Dr. J. G. Althouse, Chief Director of Education for Ontario on the two subjects "Administrative Structure of Canadian Education" and the "Dominant Philosophy of Secondary Education". These lectures were published by W. J. Gage under the title, "Structure and Aims of Canadian Education" as a service to Canadian educationalists generally.

The second series of lectures was delivered in April 1950 by Dr. M. E. LaZerte, Dean of the Faculty of Education, University of Alberta, and these lectures have also been published by Gage under the title of "Teacher Education in Canada". In making this series of lectures available to educationists throughout the Dominion the W. J. Gage Company are, in the writer's opinion, providing a very great service to Canadian education as both these series are by outstanding leaders in Canadian education and exemplify the best opinion on very important problems in the field in Canada.

As Dr. Althouse is recognized as an authority on educational systems and administration, so Dr. LaZerte is no less an authority on teacher training in Canada. For two years now he has headed the Canadian Education Association's special committe on the Status of the Teaching Profession, and it is quite safe to say that no Canadian knows more about the subject or has more ideas on what to do about it. In his Quance Lectures he summarizes his findings and thoughts on this all important educational problem and calls for higher standards of training and service on a national rather than the present provincial basis until Canadian teachers are recognized as a true professional body exemplifying all the criteria of a genuine profession.

The writer suggests that every serious minded Canadian educationalist should obtain copies of these lectures being published by Gage for their personal library and make a note to obtain the latest book as it appears regularly from the press.

Film Story Books—New series integrated with motion picture films—Copp-Clark.

The first eight readers in a revolutionary project to improve the teaching of reading in the schools are now being distributed in Canada by the Copp-Clark Company of Toronto. They are the outcome of some ten years of experimental research conducted by Encyclopaedia Britannica Films to determine the part films can play in helping children to learn to read.

For many months tests have been conducted in the school systems of a number of large American cities under the direction of Dr. V. C. Arnspiger, vice-president in charge of research for EB Films. These tests have involved showing the children an educational sound film, and then giving them a reader based on the film they have just seen.

The crucial element of the whole project has been the preparation of reading texts to accompany the films. On the first page of each of the new Film-Story Books is an enlarged still from the first scene of the film, and under this still photograph are sentences in printed form representing the ideas and concepts which were made clear to the child as he studied the film.

On succeeding pages are still photographs from the other scenes in the order in which they appear in the film. The purpose of each still obviously is to provide a reminder to the child of the dynamic experience represented by that scene. Under each still in printed form are the words whose spoken symbols the child learned when he had the film experience.

Thus the child can proceed inductively from the spoken word whose meaning he has mastered to the same word in printed form in the text book. This simple procedure has led to some amazing results. Children have shown keen interest, and with few exceptions read the text material without difficulty.

The Primary School in Scotland (The Scottish Education Department).

A memorandum on the primary school curriculum, with chapters on organization, teaching methods (including visual aids), homework, welfare, assessment of abilities, staffing and the nursery school. In the result, a comprehensive picture of the child's activities and treatment during his most formative years is provided.

This publication is obtainable from the United Kingdom Information Office, 10 Albert St., Ottawa, at 65c postpaid.

Know Your Government — Canadian Chamber of Commerce—40c.

The Canadian Chamber of Commerce has issued a booklet entitled "Know Your Government", which should prove of very practical value in Social Studies classes and citizenship in democracy. The work opens with the constitution or the British North America Act and logically steps from there to the various forms of government down to the local governments. All the various phases of law from inception to the application are given as well as the procedure necessary to create a law.

It is well written with a fine sense of giving information in an understandable language, not in the dry, legal language pertaining to law. Information to date on the Ministry of Canada and the various provinces is given in a clear and concise manner, which should be very helpful to students. Copies may be obtained by writing to the nearest Chamber of Commerce. Single copies are 40c; 10 to 24, 35c; 25 to 99, 30c; 100 or more, 25c each.

Which Way Peace? by W. C. Good—Ryerson—50c.

The purpose of this pamphlet is to clarify the thoughts of those who are bewildered as to how the dangerous state of affairs which exist in the world today came to pass. First, the author briefly reviews the last fifty years which has culminated in the present menace—Russian Communism. Next he reviews the historical background of Marxism, its development into modern communism, and conjectures as to its probable future trends. The author concludes his treatise by making specific suggestions as to what we can do to beat the menace.

Building Operation and Maintenance by C. A. March—McGraw Hill, $6.95.

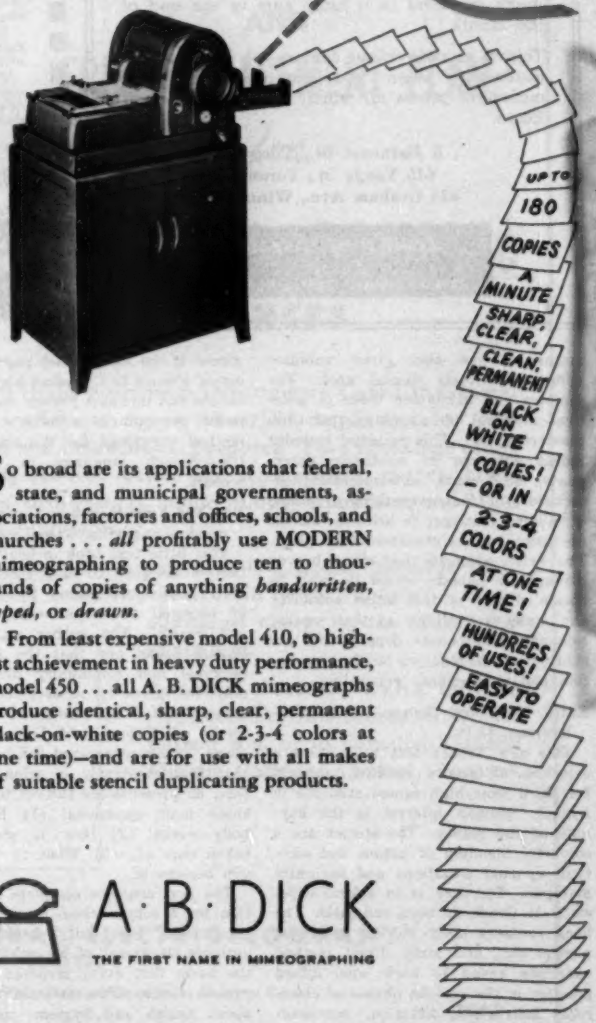
This new book on Building Operation and Maintenance should fill a very important need that has long been felt for an authoritative book of reference on the operation and maintenance of schools and institutional buildings generally. Every important phase of building care is, we believe, covered in this book, and those of operation and maintenance are, of course, of particular interest in the school field. The author provides scores of detailed facts and pointers to help handle all kinds of problems from building management to getting better results and economies in painting and cleaning, and his facts are right up-to-date on all these subjects.

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mechanics are also given valuable pointers on their special work. For janitors and handymen there is practical material on plumbing, painting, plastering, etc. This material includes recent advances in synthetic detergents, deodorants, exterminators, insecticides, in fact, everything to enable a building manager to achieve efficient operation and maintenance of his plant. The writer suggests that school boards throughout Canada would do well to obtain a copy of this latest authority and make it available to their operation and maintenance departments for continuous reference on building operation and maintenance generally.

Entre Nous by George A. Klinck—Ryerson, $1.10.

This new French text book offers a selection of graded reading material for third year high school students in French. Human interest is the keynote of the reader. The stories are a colourful blending of action and emotion, unusual situations and sprightly dialogue. The idea is to appeal especially to Grade XI boys and girls. The book contains sixty stories, incidents, poems, etc., and sixty direct method exercises keyed to each one afford practice in the various phases of classroom instruction, dictation, conversation, etc., and have been conveniently placed at the foot of each page. Teachers of French in Canadian high schools should find this new French reader very useful particularly in the new practical method suggested for the teaching of the French language in Canadian schools.

You And Your Health by Cyril G. Eastwood—Longmans, Green, 90c.

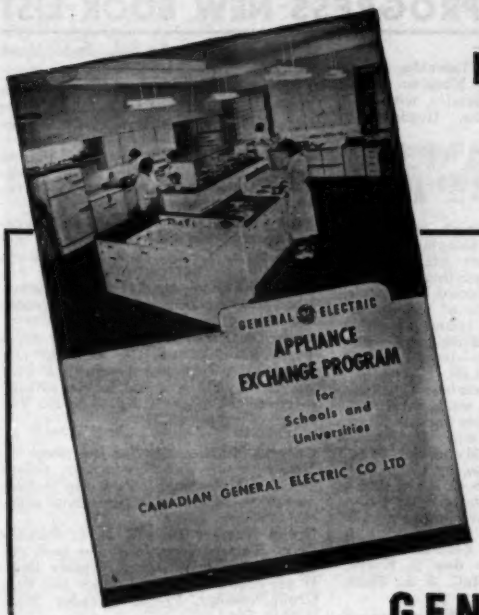
This little text book in health education is designed to help teachers and their pupils understand the problems of personal and community hygiene and health. The author states that having found out that the study of personal and community health can only be properly understood on a foundation of knowledge of the elements of biology and human physiology, he has organized the book with that fact constantly in mind. Therefore, he presents his subject to answer three main questions: (1) How the body works; (2) How it should be taken care of; (3) What to do when you become ill.

The text contains complete information for a sound school course in personal and community health. The author's treatment of his subject is on the basis that every civilized man or woman should know at least as much about health and hygiene as about other fields in which knowledge is fairly widespread. Therefore, his book is complete starting with the living creature and following through the framework of the body, muscles, exercise and rest, blood circulation, how we breathe, etc., to final chapters on illness and its prevention, accidents and first aid, home nursing, and the application of all that has been learned to public health in general.

The writer suggests that Canadian teachers of health education should find this book very helpful and useful in their regular every-day classroom teaching.

The Swedish School Reform 1950 obtained from Skolkommissionen, Hantverkargatan 26, Stockholm K, Sweden.

The editor of "School Progress" has received a very interesting book from Sweden entitled "The Swedish School Reform 1950" in English. It is suggested that Canadian educationalists particularly interested in the progressive ideas of the schools in Sweden may obtain copies of this outline of the Swedish system of education by writing to the above address. Like ourselves, Sweden is in the throes of reorganizing her educational system generally, and it might well be that many conclusions they have reached would apply to Canadian education.



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The Adventures Of Pinocchio, by C. Collodi, illustrated by Mussino. From the New Children's Classics, with over 75 colour illustrations. Grades 4-6. Macmillan, $2.50.

Adventure: Sought and Unsought, compiled by P. D. Cummins. An anthology reflecting a wide field of courage and endeavour. Grades 10-13. Macmillan, 80c.

The Affair at Invergarroch, by Michael Elder. Illustrated by Douglas Relf. A background of Scottish life and history. Grades 3-7. Macmillan, $1.39.

Alvacore's Island, by James M. Downie. A breathless adventure of the discovery of a mysterious island which is worth claiming for Britain as being rich in uranium. Ages—boys 12 to 15. The Ryerson Press, $1.65.

Americans Before Columbus, by Elizabeth Chesley Baity. A study of American Indian peoples, from ancient times, containing drawings and 32 photographs. Grades 9-12. Macmillan, $5.00.

Mr. T. W. Anthony Woo, by Marie Hall Ets. A funny story about a Cat and a Dog and a Mouse who lived with a wonderful old cobbler. Grades 1-3. Macmillan, $2.75.

Awol The Courier, by Bertrand Shurtleff. Awol, messenger dog in Korea. Illust. Grades 7-13. McC. & S., $3.00.

B

Ballet For Beginners, by Nancy Draper and Margaret F. Atkinson. Covers the basic ballet positions and practice methods, and includes a dictionary of ballet terms. 100 photographs. Grades 6-13. Knopf, $4.50.

The Base Stealer, by M. G. Bonner. An authentic account of the activities of the Police Athletic League. Grades 3-6. Knopf, $3.00.

Bleak House, by Charles Dickens. Great Illustrated Classics series. Grades 9-13. Dodd Mead, $3.25.

Bertram and His Marvelous Adventures, by Paul T. Gilbert. Sixteen stories of Bertram and his adventures with his many animal friends. Illust. Grades K-3. Dodd Mead, $3.00.

The Breath of Life, edited by David Monmouth. A book of modern essays by prominent writers. Grade 11. Nelson, 90c.

C

Centerburg Tales, written and illustrated by Robert McCloskey. The furtther adventures of the inimitable Homer Price. Grades 3-7.

Chuggy and the Blue Caboose, written and illustrated by Lydia and Don Freeman. The adventure of Chuggy, an old-fashioned engine who worked in the railway yard. Illustrated. Grades 1-2. Macmillan, $3.25.

Climate in Everyday Life, by C. E. P. Brooks. How we can adjust the many professes of living and working to the vagaries of our climate. Grades 7-13. McC. & S., $5.00.

D

Dollar For Luck, by Elizabeth Coatsworth. Illustrated by George and Doris Hauman. The story of Ken, aged twelve, and a trading boat. Grades 3-7. Macmillan, $3.00.

E

The Emerald Ring and other Irish Fairy Tales by Sinead De Valera. Seventeen Irish fairy tales and two plays, with a full-page picture for every story. Grades 2-5. Dodd Mead, $3.00.

F

Federico, the Flying Squirrel, by Tony Polazzo. Illustrated with text perfect for reading aloud. Grades 1-2. Macmillan, $3.25.

Fighting Sheepman, by Ray Palmer Tracy. An exciting story about sheepherding in Eastern Oregon. Grades 10-12. Little, Brown, $3.00.

Five Little Rabbits, by Bill and Bernard Martin. An easy-to-read-aloud picture book. Grades K-2. McC. & S., $1.69.

Frisk The Otter, by C. Bernard Rutley. Illustrated by Stuart Tresilian. Grades 5-6. Macmillan, 25c.

From the Earth to the Moon, by Jules Verne. This is just the book for any imaginative youngster who has ever wondered what it would be like to take a trip to the moon. Ages 13 to 15. The Ryerson Press, $3.75.

G

General Mathematics for the Shop, by Nelson, Moore and Hamburger. Offers a realistic approach to general mathematics in terms of actual shop practice. Nelson, $2.95.

Group Number Book I, by L. Dickins Cobb. This is an entirely new book designed to precede **Group Number Book II** previously published under the title **Group Number.** Primary Grades. Macmillan, 55c.

H

Harding's Luck, by E. Nesbit. Further tales of the adventures of Edred and Elfrida. Illust. Grades 5-8. McC. & S., $1.75.

Thomas Hardy, by Desmond Hawkins. A critical biography of Thomas Hardy. Grades 10-13. McC. & S., $1.50.

Horace, the Hound That Howled, by Ruth M. Collins. Story in which Horace proves himself a hero. Illust. Grades K-2. Dodd Mead, $3.00.

The House of Arden, by E. Nesbit. The adventures of Edred and Elfrida in their hunt for the family treasure. Illust. Grades 5-8. McC. & S., $1.75.

I

The Iliad of Homer, retold by Alfred J. Church. New Children's Classics edition contains 24 of the famous drawings by John Flaxman in two colours and is written in simplified prose. Grades 4-6. Macmillan, $2.50.

Introducing the Universe, by James C. Hickey. Presents a fascinating picture of the wonders that exist in space. Illust. Grades 10-13. Dodd Mead, $4.25.

J

Jimmy and the Spy, by Marion Lineaweaver. A mystery story of Jimmy and the dangerous enemy he captured. Illust. Grades 4-7. McC. & S., $2.75.

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Knole and the Sackvilles, by V. Sackville-West. The history of one of the most famous houses in England. Illust. Grades 10-13. McC. & S., $3.75.

L

The Lark in the Morn, by Elfrida Vipont. Kit Harvard finds her way to a career as a singer. Illust. Grades 4-8. McC. & S., $3.00.

Let Them Live, by Dorothy P. Lathrop. Written for children and for nature lovers of all ages. Illustrated with 20 beautiful full-page pictures. Grades 5-12. Macmillan, $2.25.

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A guide to outdoor living. Illust. Grades 6-13. Knopf, $3.00.

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M

Magic Hoofs, by Phyllis R. Fenner. An anthology of horse stories from many lands. Illust. Grades 3-6. Knopf, $3.00.

More About Words, by Margaret S. Ernst. Gives the curious origins of many English words. Illust. Grades 8-13. Knopf, $3.50.

N

Nancy Gets a Job, by Helene Laird. An entertaining and informative book for every girl venturing into the business world. Grades 10-13. World, $2.35.

Nture Through the Year, by Frances Pitt. A colourful account of the world of nature from the beginning to the end of the year. Grades 7 and 8. Macmillan, $4.00.

Nils, the Island Boy, written and illustrated by Hedvig Collin, the author of **Wind Island.** Grades 1-4. Macmillan, $2.75.

O

The Odyssey of Homer, retold by Alfred J. Church. Written in prose form and contains 24 full page drawings by John Flaxman. Grades 4-6. Macmillan, $2.50.

Our American Orange, by Mae M. Vander Boom. This book traces the romantic background of this delicious fruit from its beginnings in Malaya and Indo-China to the New World, where it has since thrived and grown into a multi-million dollar industry. Grades 5 to 8. The Ryerson Press, $3.25.

Our Economic Life, A. G. Steinberg. A general Economics textbook for secondary schools. Pitman, $1.75.

P

Phil Sterling, Salesman, by Michael Gross. The story of Phil Sterling's career of salesmanship. Illust. Grades 10-13. Dodd Mead, $3.00.

The Princess and the Goblin, by George MacDonald. Illustrated by Nora Unwin. Grades 4-6. Macmillan, $2.50.

A Pupil's Atlas Geography of the World, by T. J. Dunne and J. J. Nihill. Essential facts and principles of general geography. Grades 8-10. Macmillan, 60c.

R

The Red Balloon, by Mary Daunt. An addition to the **Picture Page Stories** series, carefully controlled vocabulary, each page of reading illustrated. Grade 1. Macmillan, 30c.

Rip Van Winkle and The Legend of Sleepy Hollow, by Washington Irving. Illustrated by Maude and Miska Petersham. Grades 6-8. Macmillan, $2.50.

Will Rogers — Young Cowboy, by Guernsey Van Riper, Jr. The boyhood of the beloved American. Illust. Grades 3-6. McC. & S., $2.35.

S

Setting Your Table, by Helen Sprackling. A complete guide to china, glass, silver, linens, flower arrangement and etiquette. Illust. Grades 7-13. McC. & S., $5.00.

The Saucepan Journey, by Edith Unnerstad. Illustrated by Louis Slobodkin. A gay and adventurous story about a Swedish family. Grades 3-7. Macmillan, $3.25.

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Susanna Campaigns, by Marjorie Phillips. Susanna tells her story with laughter and tenderness. It is the story of Susanna (about thirteen years old) and her fourteen-year-old soldier cousin, and of the adventures which befall them when they are captured by gipsies. Ages 12 to 15. The Ryerson Press, $1.65.

So Away I Went, by William Bushnell Stout. The adventures in ideas that led to new principles of flight, commercial airlines, streamlined trains, and basic changes in automobile design and housing. Illust. Grades 8-13. McC. & S., $5.00.

Summerfield Farm, by Mary Martin Black. Illustrated by Wesley Dennis. Stories about children and animals on a big farm in Virginia. Grades 2-5. Macmillan, $3.25.

V

The Valley of the Dragon, by Olive Price. An exciting story of travel among the wonders of thirteenth century China. Illust. Grades 5-8. McC. & S., $3.00.

W

Wildflowers: How to Know and Enjoy Them, by Samuel H. Gottscho. Handy pocket size book. Illust. Grades 9-13. Dodd Mead, $3.50.

The Wonder World of Fishes, by Ida M. Mellen. An informative book telling of the marvels of the world of fishes. Illust. Grades 10-13. Dodd Mead, $3.50.

Yo Ho For Strawberry Roam, by Byrona Myers. A story for children who like to read about the thrills of exploring woods and lakes. Illust. Grades 1-3. McC. & S., $2.65.

Vacation Record Book—Wilcox & Follett Co., Wabash Ave., Chicago, 50c.

Most interesting for travellers is the new "Vacation Record Book" that has just come off press. It contains pages for all sorts of records that the traveller usually keeps in a half-dozen places and on a few odd pieces of paper that he usually loses before the trip is over.

There is room for budget figures, running expenses, mileage records, a place to compute the cost of gas per mile, records of places where you ate or stopped over night and how you liked these spots. And in addition there are pages in which you may record the high spots of your vacation, treasured incidents, new acquaintances that you might make and even a place to paste in snap shots after the trip is over. When you have returned home from your 1951 vacation, you can file your little book away and it will keep ever bright for you the fun and pleasure, even the costs of those happy days.

"Retire And Be Happy", by Irving Salomon—Royal Metal Mfg. Co., Galt, Ont., $2.95.

Here is a book that offers practical assistance and sympathetic understanding and comfort to the man contemplating—or worrying about — his retirement. It is written by a man who, himself, is retired and it contains the reflections and case histories of 405 other retired men from all income brackets from the most modest to the highest. The author deals with the importance of careful planning for retirement, the misconceptions that surround the idea of retirement, what retirement can do for a man, the proper age for retirement, health, hobbies, philosophy, how to make a success of retirement and, in addition, that often neglected facet of the problem, the wife's place in retirement. "Retire and Be Happy" can be read for pertinent and valuable instruction, or for sheer entertainment and pleasure. In either case, it is worthwhile, and evidence that even in retirement one can contribute mightily to the world of active men.

Mr. Salomon is chairman of the Board of Directors of Royal Metal Manufacturing Company.



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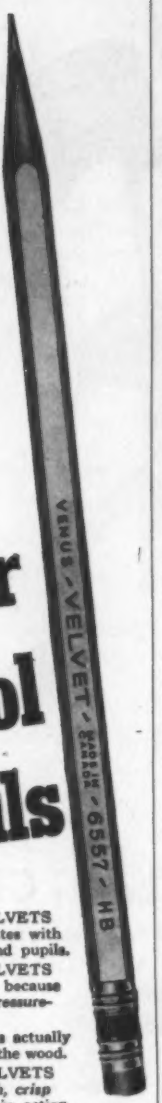
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AUDIO-VISUAL AIDS FOR THE SCHOOL

Outstanding Films Of The Year For School Use

Two Canadian films are among the 10 outstanding films of the year for school use, it has just been announced by Scholastic Teacher Magazine of New York. The winners were chosen in a poll of audio-visual education leaders in the United States.

The Canadian films are the National Film Board's "Family Circles", a study of the importance of home and school co-operation, and Crawley Films' Child Development series, five films describing the normal development patterns of infancy and childhood. "Family Circles" was produced by Gudrun Parker, directed by Morten Parker and photographed by Grant McLean. The Child Development series was directed by Judith Crawley. The films are distributed in the United States by the McGraw-Hill Book Company.

The 10 outstanding 16mm informational films for schools were chosen from more than 350 productions released in 1950. The winners are:

Child Development Series—McGraw-Hill (Crawley Films, Ottawa)

Due Process of Law Denied—Teaching Film Custodians

Family Circles — McGraw-Hill (National Film Board of Canada)

Farming in South China—United World Films

Fight for Better Schools—March of Time

Grandma Moses—A. F. Films

Japanese Family—International Film Foundation

Marirage for Moderns Series—McGraw-Hill

Newspaper Story — Encyclopaedia Brittanica Films

Yours Is the Land—Encyclopaedia Britannica Films

The U.S.-wide poll was the second one conducted by Scholastic Teacher magazine. Last year three Canadian films, two made by the Film Board and one by Crawley Films, were among the winners.

Progress In School Radio

The school use of radio in Canada has increased eighty per cent during the past two years. Figures released by the Department of Transport, Ottawa, show that the number of free receiving licenses issued to schools, through the Departments of Education, has increased from 4,856 for 1948-49 to 6,764 for 1949-50 and to 8,252 for 1950-51.

Since the total number of schools in English-speaking Canada is now 25,265, the figures indicate that at least one-third of all English-speaking schools are now radio-equipped. The actual proportion is probably considerably higher, since the above figures take no account either of private schools, which are not entitled to free licenses, or of public schools using radio but not troubling to apply for free licenses.

Human Rights Exhibition Album — Unesco—The Ryerson Press—$3.00.

As part of its collective campaign of education and information, aimed at showing both children and adults the help they can derive from the Rights and the corresponding duties they must fulfil in return, Unesco has just published a special Human Rights exhibition album.

The 110 black-and-white plates and captions contained in the album are supplemented by a 35-page booklet from which teachers can supply the historical background that throws light on the meaning, circumstances and scope of the events to which the illustrations refer. All the plates and the corresponding texts are taken from the Human Rights Exhibition organized by Unesco in Paris last year.

Titles of the 14 main sections are: The Abolition of Slavery; Freedom of Movement; The Abolition of Inhuman Treatment; Protection Against Arbitrary Arrest, Equality Before the Law; The Dignity of Labour and Social Security; Standard of Living and Assistance; The Protection of Family Life and Property; The Emancipation of Women; Freedom of Religion; Freedom of Thought and Opinion; The Right to Education; Participation in Cultural Life; Freedom of Creative Work; The Right to Participate in Government.

International "Tapes for Teaching"

A total of over 3,000 magnetic tape recordings of outstanding educational broadcasts made by the University of Minnesota radio station were distributed throughout 29 states in the U.S. this year. So successful has the project proved since its initiation in 1949 that recordings are now being sent by the University to other countries. Sweden received the first batch of 153, for use in universities, medical schools, hospitals and ordinary school classes in English. Subjects include mental health, scientific progress, autobiographies of famous Americans, American folklore and dramatic and musical programmes.

Atomic Alert—Educational motion picture — Encyclopaedia Britannica Films.

A new educational motion picture entitled **Atomic Alert**, designed specifically to show how children can protect themselves in case of enemy attack with an atomic bomb, has been released by Encyclopaedia Britannica Films.

Atomic Alert was made in collaboration with the Institute for Nuclear Studies, University of Chicago. It is designed to eliminate the fears of children that an atom bomb is synonymous with annihilation.

The film first establishes the fact that radio-active materials long have been known to science, and that properly controlled the result of atomic fission may be highly beneficial. Next the film shows, through animation, how an atomic bomb explodes, explaining that two of the elements of the explosion are the same with all bombs; blast and heat. The atomic bomb, the film explains, has a third element—radio-activity.

Atomic Alert illustrates that all three of these elements of an atomic explosion may be stopped to a greater or lesser degree by barriers such as wood, earth or concrete. It points out that the free nations of the world are striving to prevent the use of the atomic bomb.

However, if these efforts fail, the film shows that adequate protection means that every person from the youngest to the eldest becomes a member of the national defensive team. To do their job on the team means that each child should know how best to protect himself and others.

Two Geography Teach-O-Filmstrips—Popular Science Pub. Co.

Made wholly from on-the-spot photographs taken this year in Europe, two new full-colour Teach-O-Filmstrip series have been announced by the Audio-Visual Division of Popular Science Publishing Company. Entitled "Home Life in European Lands" and "Visits to European Lands", the filmstrip series consist entirely of photographs by Richard Nelson, noted cameraman, working with scripts by Professor William Hartley, Chairman of the Department of Education of State Teachers' College, Towson, Md.

Since over 95% of the photographs used in both new series are originals, these filmstrips represent a welcome departure in the field of visual aids for Geography teachers on the elementary level. They enable teachers to bring their Geography classes completely up-to date by use of highly authentic,



Introducing your **CENSUS TAKER**

Mr. R. J. Davy is one of the 18,000 enumerators who will call at the homes of all Canadians—including yours—starting June 1st.

His job is to get the facts which Canadians need for successful management of their private business or public affairs. It is of practical benefit to you and your community.

Your enumerator (*man or woman*) will carry an identification card. The information you give is kept in strictest confidence, and can be used only for census statistics. It cannot, *by law*, be revealed to anyone for any purpose, even to other Government Departments. Please be ready with quick and accurate information when your census taker calls.

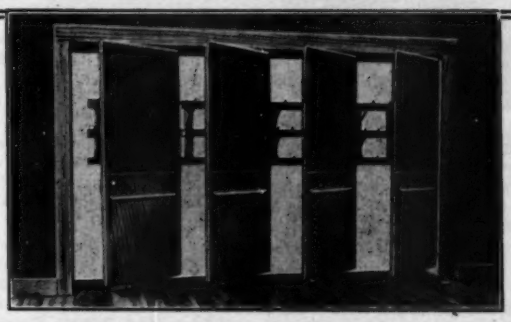
DOMINION BUREAU OF STATISTICS

DEPARTMENT OF TRADE AND COMMERCE
OTTAWA, CANADA

51-36-1

THERE'S A JOB TO BE DONE IN '51 HELP CANADA COUNT

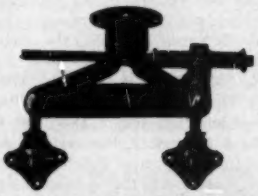
9TH DECENNIAL CENSUS JUNE, 1951



DOOR HARDWARE FOR DISAPPEARING WARDROBES

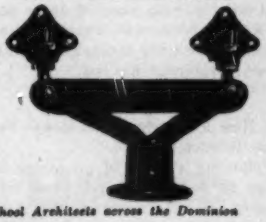
SAVES SPACE
Placed side by side for adjoining rooms, saves up to 1' 6" over old style cloak-rooms.

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present-day pictures of life in major western European nations such as England, France, Italy, Holland, Belgium, Switzerland and others.

"Home Life in European Lands", consisting of six full-length filmstrips in natural colour, provides excellent continuity on a pupils' level of understanding by weaving pertinent facts of home life, schools, churches, etc., into story frame-work with two actual children from each country in each filmstrip. "Visits to European Lands", a series of five full-length colour strips, shows occupations, industries, outstanding sights, geographic characteristics, commerce, wartime destruction and present-day reconstruction.

Available with each of these series is a fully-illustrated Teaching Guide, packaged with the filmstrips in a hard-cover, permanent file box.

Six New Filmstrip Productions—Popular Science Pub. Co.

Following a policy of producing filmstrips for curriculum areas not before reached by this medium, the Audio-Visual Division of Popular Science Publishing Company announced release of six new filmstrip productions, five of which are keyed to the regular curriculum.

Three of the six new productions are individual black-and-white, full-length filmstrips on current science: "Pulleys Make Work Easier", "What Is Horsepower?" and "What Is Soil?" All three are designed for General Science classes in Grades 7 through 9. A fully illustrated, 6-page Teaching Guide comes with each strip.

The remaining three new filmstrip are all series. First of these, "Pilot to Good English" presents the abstract subjects of sentence structure and parts of speech by means of an analogy to airplanes and flying. Everything is treated in lively, humorous cartoon style.

"Pilot to Good English" contains a total of 300 frames in six full-length filmstrips entitled "Learning About Simple Sentence", "Verbs, the Motors of Sentences", "Verbs and Their Subjects", "More About Verbs", "Other Words That Help Build Sentences" and "How Pronouns Help". Designed for Grades 6 through 9, the series comes with a fully illustrated Teaching Guide.

The second of the new filmstrip series is "General Livestock and Dairy Judging", first filmstrips series of its kind ever produced.

"General Livestock and Dairy Judging" is a completely functional approach to the entire subject of management of successful livestock enterprises and better livestock farming. In full colour, the five strips total 185 frames and are titled: "Breeds of Beef Cattle", "Judging Beef Steers", "Judging Barrows", "Judging Sheep" and "Judging Dairy Cattle". A Teaching Guide accompanies this unusual series.

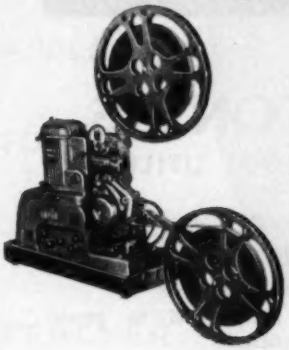
Rounding up the list of new releases is "Food Around the World", five filmstrips developed in co-operation with the World Book Encyclopedia. Designed for Grades 5 through 7, this series is for use in Geography, History, Social Studies and Nutrition. Two hundred and fifty-five frames cover the subjects of food in history; effect of science and invention on food growing and processing; geographic distribution of foods we eat; diet; food habits and customs around the world. Four of the strips are in black-and-white; one in full colour. A fully illustrated Teaching Guide comes with "Food Around the World".

New Catalogue By Jam Handy

The Jam Handy Organization has issued a new catalogue listing all the filmstrips and sound films produced for educational purposes by this leading manufacturer of audio-visual aids. General Films Limited will be pleased to mail copies upon request.

AMPRO

TODAY'S GREATEST PROJECTOR VALUES!



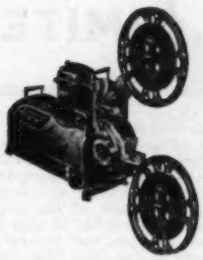
AMPRO STYLIST

A Truly Low Cost 16MM Sound-Silent Projector Complete in One Case

Compact and Portable—The STYLIST can be readily moved from room to room. Quick and easy to set up . . . just lift off case, snap permanently attached reel arms in place and this new projector is ready to thread.

FEATURES INCLUDE . . . Central control panel; Rheostat speed control; Automatic rewind without shifting reels; Coated 2" f- 1.6 Lens; 750 or 1000 watt lamp; and many other AMPRO extras.

Weighs Only 29 Lbs. Complete!



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With swing-out gate for easy cleaning of the aperture plate. Equipped for both silent and sound film speeds and reverse operation. For educational purposes in church and school it provides an outstanding medium for auditorium and classroom work. It assures professional quality sound projection with unusual ease of operation.



AMPROSLIDE

Model 30-D

For 2" x 2" slide and film strip. Fits extremely well into any program of Visual Education, permitting the projection of still pictures to large sizes for careful study. It projects either 2" x 2" still pictures in individual mounts or a series of still pictures on film strip. An inexpensive visual aid with varied applications. Unlimited teaching material is available.



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The BOSTON KS illustrated is equipped with dial selector which guides pencil to the BOSTON Speed Cutters. The machine, now Canadian Made, is finished in an attractive metallic silver grey shade. Write today for further information and illustrated folder.

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Television In Education

Some 600 men and women are taking courses in an experiment conducted by the University of Michigan for television audiences in the area of the city of Detroit. It is the most ambitious of similar experiments under way in other American cities within range of the country's rapidly-expanding network of television transmitters.

The university has begun its television classes with two courses: one entitled, "Man in His World; Human Biology", and the other, "Living in the Later Years". Admission to the courses, of course, is unrestricted, but students are given an opportunity to enrol officially by paying up to $2 for printed lessons to be sent to their homes.

Within a month, more than 600 had registered. The courses are presented weekly on a one-hour programme, divided into three sections. The first section, devoted to the human biology course, covers such fields as food and digestion, respiration, the nervous system, heredity and disease.

The second section is intended to enable older people to assume a responsible role in society, and it offers instruction in various crafts suitable for aged persons. In the third part of the programme, the audience is taken on a tour of some part of the university to familiarise viewer-listeners with the workings of a modern education institution.

The first results of the programme proved encouraging to university officials. Dr. Alexander Ruthven, president of the university, comments:

"Through television we can expand and extend the use of our facilities, so that many more people can be reached with fewer buildings and instructors than with ordinary extension courses".

Other educational uses of television were demonstrated at a recent meeting of educators and television experts in Baltimore, which uses television in its public schools.

There, a geography lesson on "The Earth's Surface and How it Changes", was given by a teacher to students in a number of distant classrooms. The lesson reached 800 children. A two-way system was used. Thus pupils were able to raise their hands and ask questions while the teacher watched on her own screen.

In Cincinnati, a college of music has enrolled 100 students in a radio-television course, while the University of Louisville also made use of television last year to present classroom discussions on the modern novel.—As reported by UNESCO.

Audio-Visual Aids Institute held by Mansfield, Ohio, Teachers

Teachers from this school district last March attended a three day Audio-Visual Aids Institute sponsored by the Mansfield Council of the Teachers of English. An exhibit of aids developed by the teachers was presented, while members of the Ohio State University staff spoke on teaching aids. One illustrated talk was entitled, "The Best Ways to Learn", another, "Radio's Role in the School", a third, "The Concrete and the Abstract". In the exhibits the teachers of both elementary and secondary schools displayed their ingenuity in the number and variety of devices which they had produced to increase teaching effectiveness. These included teacher-made illustrations as well as the usual visual and auditory aid machines.

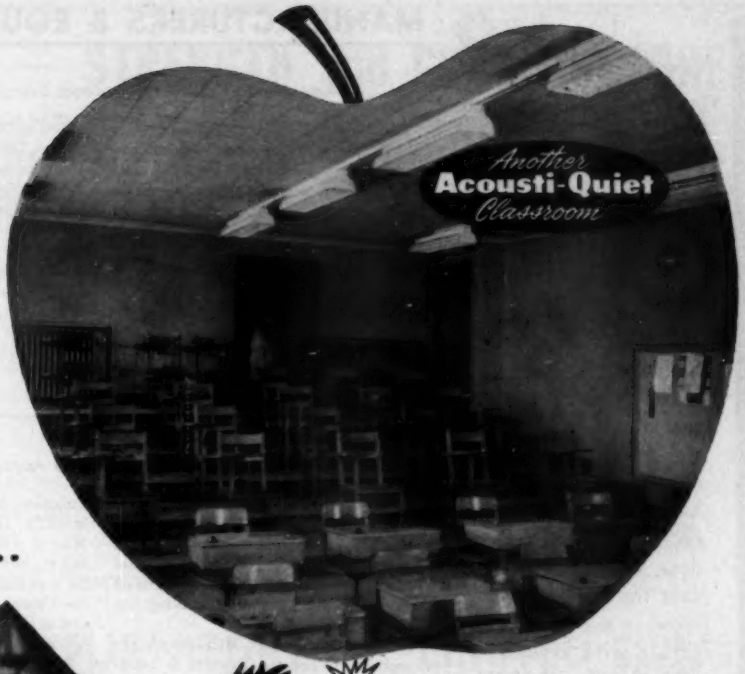
UNESCO Catalogue of U.S. Educational Films

The United States National Commission for UNESCO has issued a catalogue listing 1,023 films on educational, scientific and cultural subjects suitable and available for use abroad.

The films cover the fields of fundamental education, international understanding, science and agriculture, and deal with such specific topics as health, domestic education, language, arts, education through recreation, guidance and training, business and economics, government and social studies.

The catalogue will eventually comprise part of a comprehensive accurate international catalogue of visual materials suitable and available for the use of all countries.

AN APPLE FOR THE TEACHER...





Acousti-Celotex was used on ceiling of this lecture room in the Mount Royal High School, Town of Mount Royal, P.Q. In this ultra modern school Acousti-Celotex was specified for classrooms and auditorium.

Architects: Lawson & Betts
Contractors: Pentagon Construction Co. Ltd.

PRESENTED BY ACOUSTI-CELOTEX

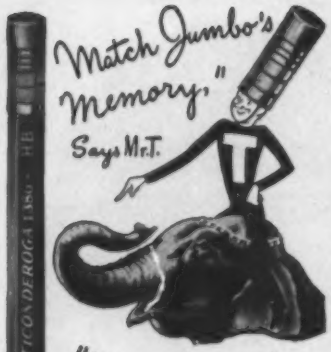
In schools where Acousti-Celotex is used for sound conditioning, teachers find that children are better able to concentrate... a prerequisite for proper learning. The general quietness that prevails plus the ease with which the whole class is able to hear each spoken word reduces the teacher's nervous strain to a minimum. When used throughout the school halls and auditoria, Acousti-Celotex eliminates all other distracting noise. It is practical because it assures good acoustics... outlives the building itself... is paintable without losing acoustical values which is substantiated by authentic tests.

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UNIONVILLE ONT.

MANUFACTURERS & EQUIPMENT NEWS

Amalgamated Electric Announces Executive Appointments

Amalgamated Electric Corporation Limited, well-known manufacturers and suppliers of electrical products and specializing in school lighting, announce the following executive appointments as of April 1, 1951:

Mr. W. D. Patterson, since 1946 Manager of Lighting Equipment and Sales, as Sales Manager for the Montreal district of the Company; Mr. C. Jones, for the past seven years Sales Manager in the Company's Montreal office, as Manager of the Wiring Supply Sales Division at Toronto; W. A. Dalrymple, since 1946 Manager of Wiring Supply Sales, as Manager of Lighting Equipment Sales at Toronto; John W. Kennedy to the position of Application Engineer in the Engineering Division of the Toronto office; Mr. H. J. Ashbee as District Sales Manager, Vancouver, B.C., and Mr. James H. Wilson as Supervisor of a new department known as Duct System Sales at Toronto.

Crane Limited Announces Appointments

One retirement and three new appointments currently take effect within branch house circles of Crane Limited. All four individuals concerned are well (and widely) known within the plumbing and heating industry.

Frank B. Thompson, Manager of the Company's Winnipeg Branch, is retiring after more than forty-five years' service. Succeeding him is P. Hutchison, formerly Manager at Regina, at which point the managership is being assumed by H. A. Welch, heretofore assistant manager in Winnipeg. Replacing Mr. Welch in Winnipeg is Norman B. Wiles, previously assistant branch manager at Ottawa.

Mr. Thompson retires with the distinction of having been Manager of the first Crane branch to be opened in Canada, at that time known as Crane & Ordway Company. He joined the Winnipeg branch in December, 1906, the year in which it was established. He retires in excellent health and with the felicitations of a host of friends within his Company and the industry at large.

Mr. Hutchison, who now takes over as Manager at Winnipeg, joined the Company as an office boy in Winnipeg in 1912. He served overseas in World War I with the 184th Infantry Battalion, before and after which service he fulfilled a variety of duties with the Company's statistical, billing, order and sales departments until 1937, when he was appointed Manager at Regina.

Mr. Welch, new Manager at Regina, has been with Crane Limited for twenty-two years, starting in Montreal factory as shipping clerk, pipe shop and plumbing brass stock clerk, then in various departments at Head Office until being transferred to the Hamilton branch sales department in 1935. During World War II he served with the Canadian Army overseas, and returned to Hamilton branch post-war for two years until he was appointed assistant manager at Winnipeg in 1947, which position he now relinquishes.

Mr. Norman Wiles, who succeeds Mr. Welch as assistant manager at Winnipeg, has been transferred from a similar post in the Ottawa branch. Twenty-two years with the Company, he started in as showroom clerk, then as a salesman in both country and city territories, until becoming assistant manager in 1945.



F. B. Thompson



P. Hutchison



N. B. Wiles



H. A. Welch

COMFORT — STRENGTH and GOOD POSTURE

Go HAND-IN-HAND With The "GLOBE" No. 49 Posturform DESK

Growing bodies entrusted in your care need all the assistance you can give them to grow straight and strong.

The new "POSTURFORM" Desks are built to withstand the rigors of daily classroom use. They are designed for good posture, comfort and strength, so that pupils sit at ease and alert.

From hundreds of teachers and trustees we have received enthusiastic praise, and delighted approval from children.

WRITE TODAY FOR PRICES AND INFORMATION

CANADA'S LEADERS in CHURCH and SCHOOL FURNITURE.



The Desk here shows a flat top, open book-box. Also made with lifting-lid book box, sloping top.

THE GLOBE FURNITURE CO. LIMITED WATERLOO ONTARIO

Gordon A. MacEachern Announces Appointments



Gordon A. MacEachern

Mr. Gordon A. MacEachern, President of the Gordon A. MacEachern Company, floor finishing specialists, has announced the appointment of Mr. James C. McDowell as Director of Sales for the Company. An original member of this floor finishing and building maintenance organization, Mr. McDowell has a wide experience in industrial and institutional building maintenance. He is well-known in northern Ontario and north-western Quebec where he previously represented the Company.

Appointment is also announced of Mr. John E. Wylie as Manager of a new London branch of Gordon A. MacEachern recently opened at 813 Central Ave., London, Ontario. This is the fourth branch office the firm has instituted within the last few years. Warehouses and showrooms are also located at Toronto, head office, Hamilton, Port Arthur and Belleville.

Appointed Vice-President in Charge of Sales, G. H. Wood & Co. Limited

Mr. Geoffrey H. Wood, President and General Manager of G. H. Wood & Co. Limited, announces the appointment of Mr. Walter J. Evans as Assistant General Manager of the Company and Vice-President in Charge of Sales for Canada and the United States. G. H. Wood & Co. Limited, manufacturers of "Sanitation for the Nation" products, maintains thirty Canadian branches and is now promoting the sale of its products in the United States.

New Portable Scaffolding Assembled from Lengths of Tubing and Simple Clamps

A new type of portable scaffolding built up from lengths of aluminum or steel tubing and quick-acting clamps has been introduced by Safway Steel Products, Inc., in Canada, Sarnia Bridge Co. Ltd., Sarnia, Ont.

Using only an ordinary wrench, an unskilled workman can quickly assemble these simple parts into safe, rigid scaffolds to fit building and ground contours for all kinds of construction and maintenance work. Basic parts are light but strong; easy to handle, easy to assemble and easily adaptable to working conditions.

In erecting a tube-and-clamp scaffold, the vertical tubes are set up and linked together at intervals with horizontal members. The horizontals are arranged both parallel and at right angles to the working surface, forming a box-like structure of great strength and rigidity. Horizontal members also act as platform supports. Upright members may safely be extended as high as 200 ft. Diagonal bracing is



Slater Manual Training Benches in use at Dalewood School—Hamilton.

The Kiln-dried hardwood top is 21" x 40". Tool slots across one side keeps chisels, saws, etc., within easy reach. Two vises with metal jaws 4" x 7" each have hardwood faceplates. These are flush with bench surface projecting ¼" above metal as protection for tool blades. The frame uprights are 4 structural steel angles that can be mounted to floor. For high schools the benches are 33" high. For grade schools benches are 30". Write for further details and prices.

SLATER

MANUAL TRAINING BENCHES

These functionally designed benches have proven their practical worth in Canadian schools from ocast to coast since 1922.

•

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HAMILTON·CANADA
MONTREAL • WINNIPEG • EDMONTON • VANCOUVER

provided to make high structures more rigid.

Scaffolding equipment for every purpose is now available in the complete Safway line, which also includes sectional frame-type scaffolding in tubular steel and aluminum; light duty steel frame-type scaffold (Safway 4" by 4"); and swing or suspended scaffolds.

In addition, it is possible to use the new tube-and-clamp scaffolding in combination with standard Safway frame-type scaffolds where desirable. The clamps are designed to securely hold both types of equipment.

In Safway tube-and-clamp scaffolding, the heavy-wall tubing sections are available in either aluminum or steel. These come in length of 6, 8, 10 and 13 feet. The *steel type* is made from carbon structural steel tubing, and may be used where maximum strength is required.

The *aluminum type* has ample strength for most installations, and is preferred for jobs where appearance is a factor.

Tubes are provided with plain ends, or have alternate male and female fittings which permit coupling tubes together to provide greater length.

Upright, horizontal and diagonal sections are fastened together by means of quick-acting double clamps of two types. In the *stationary type*, two clamps are permanently mounted back-to back for holding two tubes at right angles. In the *swiveling types*, the two clamps are mounted back-to-back on a pivot so that diagnonal braces can be fastened to either uprights or horizontals at any desired angle.

The two types of clamps are designed for universal use; in addition to fitting both the aluminum and steel tubing, they can also be used for fastening tube sections to standard Safway tubular frame-type scaffolding.

Beaver 10" Tilting Arbor Circular Saw

The Beaver 10" Saw has been designed to provide an accurate, rugged



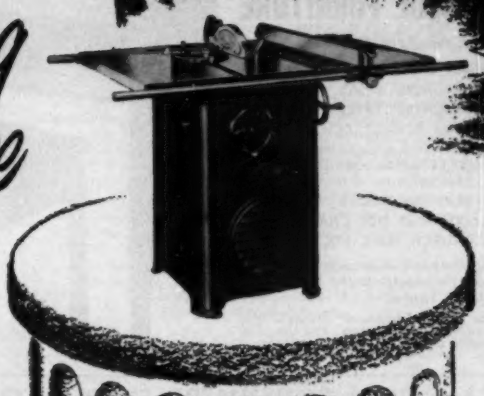
floor model machine with all the latest features for ease and accuracy of operation.

The Base—Is built up entirely of cast iron panels which form a rigid heavy base built to take plenty of punishment. A large easy-to-read angle scale and an on-off switch are conveniently located in the front panel. A built-in sawdust chute carries the sawdust out a side opening and completely seals off the motor from the danger of sawdust. The rear panel is readily removable to permit access to the motor.

The Table—Is built up of two large semi-steel castings ground top and bottom for accuracy, and is offset to permit ripping to the centre of a 48" panel. The table assembly is mounted on a sub-base which permits adjustment for line-up without interference with any other working parts of the machine. There are two slots milled for use of a mitre gauge on either side of the saw.

The Rip Fence—Of cast construction, is ground on both sides for use on either side of the blade and slides smoothly and easily on the support rails. It is readily clamped in position by means of a lever arm on one end which actuates a link clamping bar, thereby locking both ends simul-

FOR *Outstanding Performance*



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NOW, MORE THAN EVER, THE CHOICE OF WOODWORKING INSTRUCTORS

You'll never work with better equipment than high-grade BEAVER power tools. Enthusiastic manual training instructors daily attest the advanced performance record of this modern woodworking line. Scientifically designed by skilled technicians BEAVER power tools are sturdily built to stand up for years under gruelling wear . . . give smooth, clean, accurate cuts in a minimum of time . . . operate easily and with complete safety.

The outstanding performance record of BEAVER power tools and their unusual versatility makes them an excellent choice for woodworking equipment in Canada's technical and vocational schools. See the complete line at your local Beaver dealer, soon!

Illustrated Above is the 10" Beaver Floor Model Circular Saw



16" Drill Press



6" Jointer Planer



36" Gap Bed Lathe



24" Scroll Jig Saw



14" Band Saw

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- TEACHERS' TABLES
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- ARM AND SIDE CHAIRS
- CHURCH PEWS, ETC.

Manufactured from selected Canadian Hardwoods—Birch, Maple, Oak —in all finishes.

Our Steel Equipment Division also supplies: Steel Lockers, Storage, Stationery and Filing Cabinets, Shelving, etc. Quotations furnished on request.



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CCS No. 112

STUDY DESKS AND CHAIRS
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- In five different sizes.
- Sturdily constructed in Canadian birchwood, fully rodded, reinforced at all points of strain to withstand the roughest usage.
- With or without pencil groove, ink well, equipped with cushion dome gliders.
- Write for catalogue No. 10 with price list.
- Any type of school furniture or woodwork made to specifications.
- Quotations on tenders promptly given.

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taneously. A rack and pinion arrangement permits fine adjustments and an accurate adjustable scale is conveniently located on the table for width-of-cut-settings.

The Beaver Saw is equipped with a fine quality 10" combination saw blade for either ripping or cross-cutting operations. Single duty saw blades are available if desired; i.e. a rip saw, for cutting through the length of the wood with the grain, and a cross-cut saw for cutting across the grain of the wood.

The aluminum throat plate in the table can be removed and an accessory plate is available to permit the use of a dado head or moulding head.

New Delta Catalogue

A new 12-page two-colour catalogue has just been issued on the Delta-Milwaukee Radial Arm Saws. This new catalogue pictures and describes the Delta Radial Arm Saws and their accessories.

Many new woodworking ideas for woodworking shops and schools are found throughout this new catalogue.

The centre spread is devoted to illustrating some of the 125 different operations that can be done with this very practical tool. The Delta Radial Arm Saw brings new flexibility to woodworking. This is because of its many exclusive features that increase the capacity and use of the saw and make it the safest radial arm saw on the market.

This new Delta Radial Arm Saw catalogue is available free on request to James T. Donnolly Co. Ltd., 321 King Street W., Toronto.

New Mildew-proofer for Paints

Nuodex Products of Canada Ltd. has announced a new packaged specialty which meets the need for making paints mildew resistant. Available under the trade name AD-IT, this new product will enable painters to obtain cleaner-looking paint surfaces that stay fresh longer. Several paint manufacturers are in a position to supply mildew-proof paint pre-treated with AD-IT, or it may be added on the job from handy one- or five-ounce bottles, sufficient to treat one or five gallons of paint. Write for complete information and list of suppliers to Nuodex Products of Canada Ltd., Leaside, Ont.

New Clock-Controlled Oven In 1951 McClary Gas Range

Completely re-designed, with the latest ideas in range manufacture, the De Luxe divided top gas range has been introduced by General Steel Wares, as one of the McClary line of gas ranges.

Highlight of the new design is the background, with chrome escutcheons. In this back-guard is built a recessed lamp that diffuses light over the top of the range. Here also is a new automatic time clock oven control, which enables the user to start and stop the oven heat, even when absent from the kitchen.

Other important features are: Divided top, with two burners on each side, and ample work space between. "Clearvu" oven doors, of hermetically sealed glass which permits a clear view of the interior. Interior oven light which is switched on automatically when the door is open, or can be operated manually from an outside switch. Precision "minute minders". Oven signal light. Automatic oven lighter and automatic heat control.

The Standard McClary gas range is also of new design, with recessed lamp built into the smart backguard. It also has a divided top, and automatic heat control.

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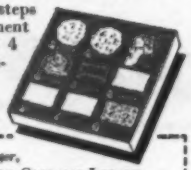
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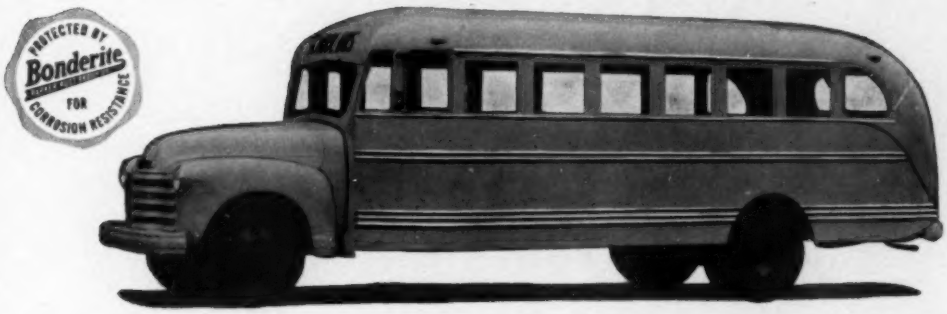
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